DOCUMENT RESUME

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TITLE	A Long Range Plan for Improving Education and Urban Life in St. Paul Minnesota.
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SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
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ABSTRACT

Recommendations for overhauling the educational facilities in St. Paul, Minnesota, envision an overhauling of the structure of the community itself. Of the 200 recommendations made, two stand out. One calls for the establishment of a nerve center for the school system in the downtown area, and the second calls for a long-range (30-year) plan to replace the present schools as they become obsolete with approximately eight school clusters each serving 6,000 to 8,000 students in all grade levels. The educational planning would be coordinated interdependently with the complex city and metropolitan network of physical development and human activities, both existing and proposed. All these plans are expounded in detail and illustrated with maps, charts and photographs. (Author/GO)

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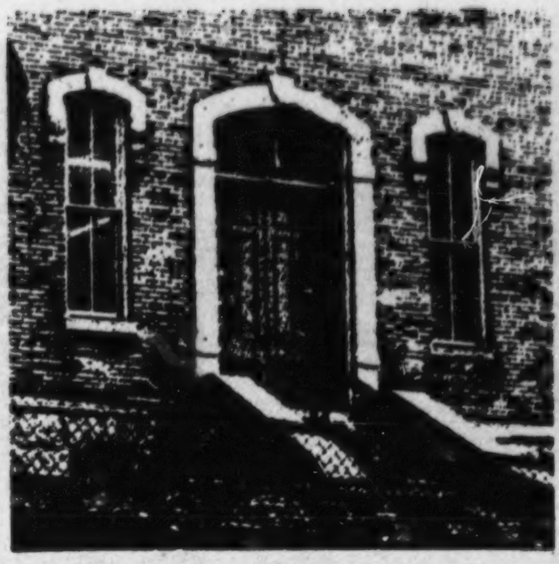

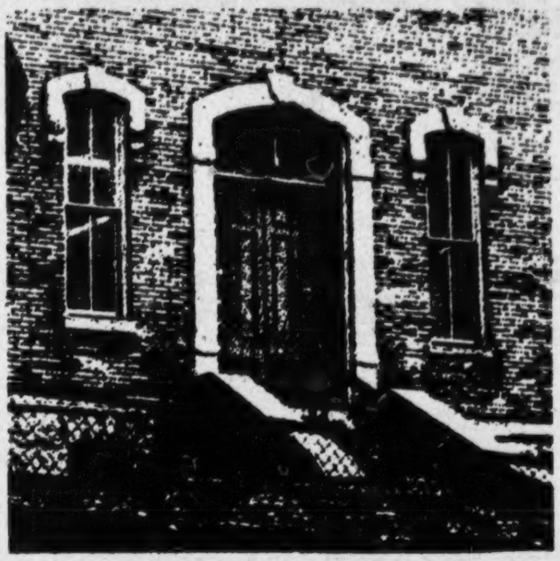

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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A LONG RANGE PLAN FOR IMPROVING EDUCATION AND URBAN LIFE IN ST. PAUL MINNESOTA

I was born not too far from Syracuse in a very small rural community. And back then it was the desire of every teacher, everybody to somehow head for Syracuse . . . it was the hallmark of achievement to be selected to teach in Syracuse.

The tax base was expanding and growing, industry was moving into the city . . . and then somehow . . . everything has gotten old in the city and tarnished a bit. The sewers are old, the streets are old, I don't believe that . . . a school that looks like a suburban school is going to keep people in the city . . . . but inside would be the best bang-up programs in education in the United States of America.

Franklyn S. Barry

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In a school district's struggle for quality, an important battle for the soul of the country is taking place. It may seem absurd to think that one institution, "school" has any chance against the powerful forces which threaten the foundations of our society. Yet, if children find no institution at all in their world which embodies the values we profess, there can be little hope for the future.

Sausalito Schools

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Everything we build must inject the affirmative values human beings need as much as food...the pleasure of tactile and visual things, assurance of physical security and freedom, variety of stimulating impressions and experience...

Benjamin Thompson

...with these

Tomorrow's school will be a school without walls - a school built of doors which open to the entire community.

Tomorrow's school will reach out to the places that enrich the human spirit - to the museums, the theaters, the art galleries, to the parks and rivers and mountains.

It will ally itself with the city, its busy streets and factories, its assembly lines and laboratories - so that the world of work does not seem an alien place for the student.

Tomorrow's school will be the center of community life, for grownups as well as children - "A shopping center of human services."

Lyndon Baines Johnson

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PUBLICATION NO. 344

ST. PAUL PUBLIC SCHOOLS

INDEPENDENT SCHOOL DISTRICT No. 625

615 City Hall - St. Paul, Minnesota

Superintendent:	Dr. Donald W. Dunnan
Board of Education:	Charles L. Rafferty Mrs. G. Theodore Mitau Dr. George O. Berry Albert D. Sandberg Gordon W. Christenson Howard M. Guthmann Arthur E. Turnquist

CITY CENTER FOR LEARNING PROJECT

ESEA TITLE III FUNDED

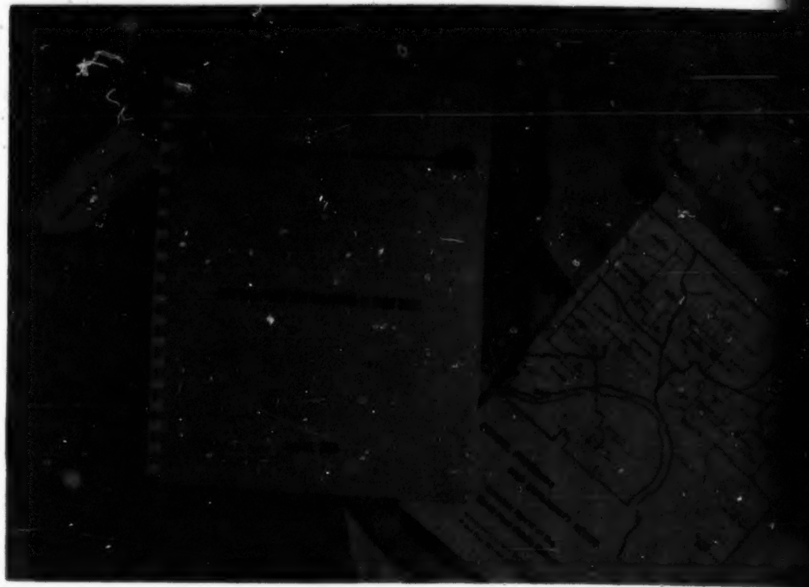
Suite 210 - Union Depot Building - St. Paul

Director:	Dr. Gerald Boicourt
Associate Director:	Dr. Kenneth Osvold
Comprehensive Planning:	Dr. Wayne Jennings John Baymiller

ON JULY 1, 1969
MR. JOHN T. LACKNER BECAME THE ACTING
SUPERINTENDENT of the ST. PAUL PUBLIC SCHOOLS

foreword

> Creativity requires the freedom to consider "unthinkable" alternatives, to doubt the worth of cherished practices.
>
> Every organization, every society, is under the spell of assumptions so familiar that they are never questioned -- least of all by those most intimately involved.
>
> There is a certain perspective on any social enterprise that can be had only from the outside. That is why De Tocqueville was able to see our country as no American of the time could see it. That is why corporation presidents seek the advice of outside management consultants. That is why anthropologists can be objective about other cultures but not about their own.
>
> People at the heart of an enterprise are striving with all their energy to accomplish certain objectives. They haven't time to doubt and speculate, and even if they did, it would be a risky form of self-indulgence.
>
> That is why it is so essential that there be people who have time and the detachment to think not of the moment but of the past and the future, not only of how to solve the problem but whether it's worth solving, not only of what is but what might be.
>
> John W. Gardner



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in St. Paul. The University of Minnesota
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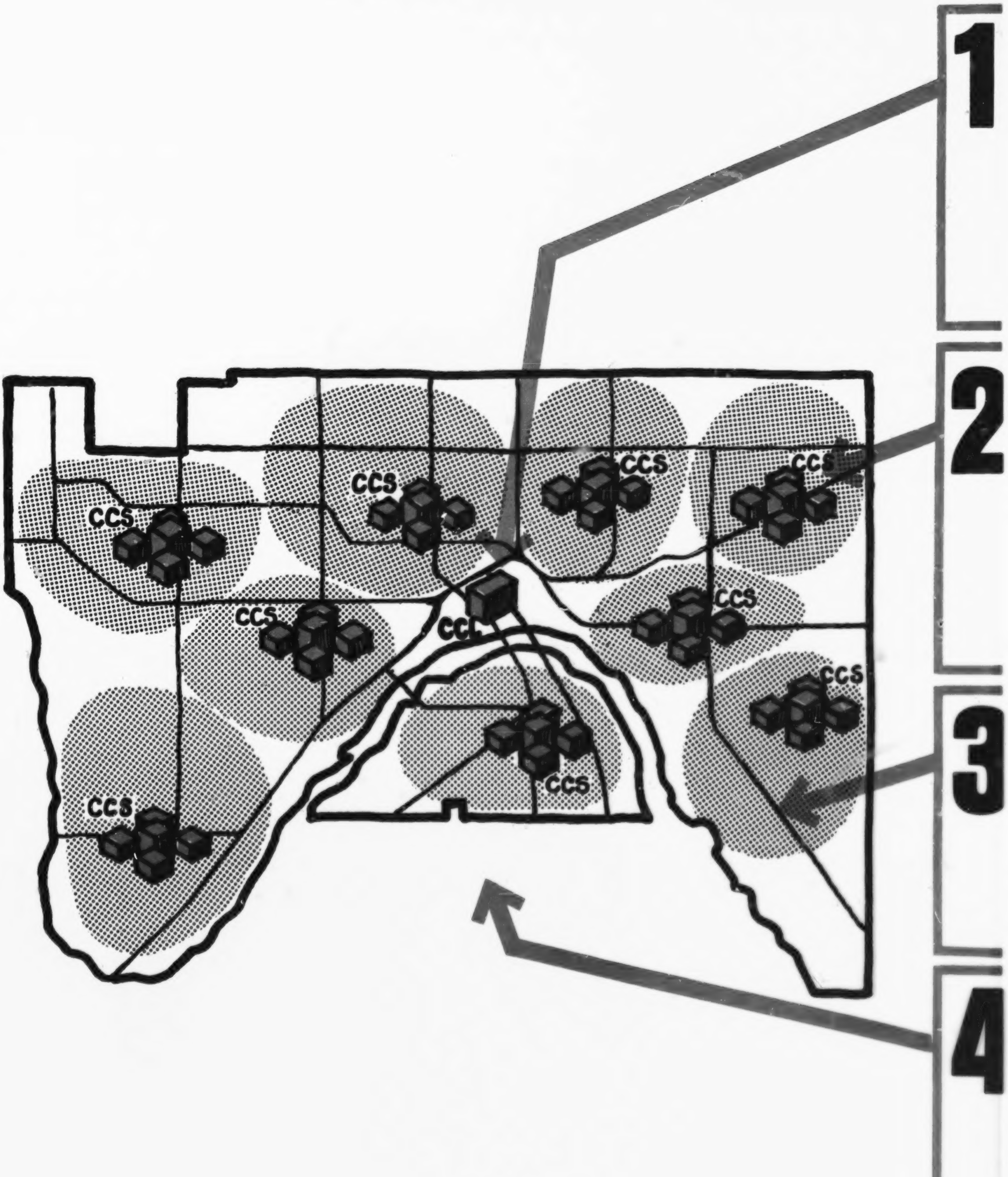
ndations depart considerably from schools that the average citizen and educator is familiar with. One calls for the establishment of a great headquarters or nerve center for the school system in the downtown area. Here would be provided opportunities for staff training, curriculum revision, and diagnostic services second to none in the nation. This building would be known as the City Center for Learning. The second recommendation calls for a long range plan for the replacement of present schools as they become obsolete with approximately 8 school clusters each serving 6,000 to 8,000 students in all grade levels. Each of these clusters or Consolidated Community Schools would contain the first rate facilities necessary to a quality educational program, such as a great library, a little theater, and a planetarium. These kinds of expensive facilities would be fully utilized with this number of students and their per student cost would be spread to a point of economic feasibility. The Consolidated Community Schools would make use of some existing school buildings in St. Paul but eventually would phase out the present 85 scattered schools. The result could be the best educational system in the nation.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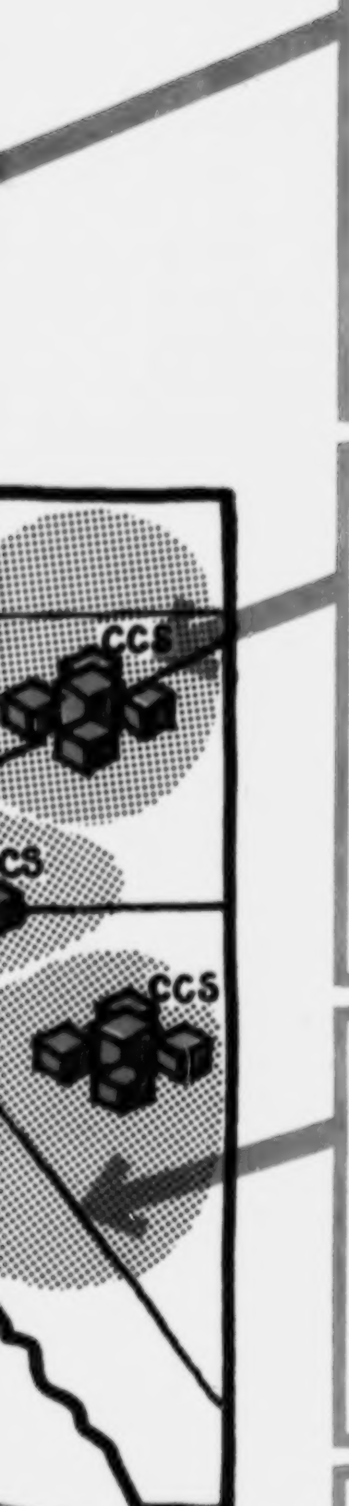

1 CITY CENTER FOR LEARNING.................7

THE 'NERVE CENTER' OF THE DISTRICT, CONTAINING CENTRALIZED ADMINISTRATIVE AND SUPPORT SERVICES, FACILITIES FOR DEVELOPMENT AND EVALUATION OF CURRICULUM, TEACHERS, RESOURCES, STUDENTS, COMMUNITY SERVICES, AND A SPECIAL SCHOOL FOR ALL GRADE LEVELS

2 CONSOLIDATED COMMUNITY SCHOOLS 39

85 EXISTING SCATTERED SCHOOLS EVENTUALLY REPLACED BY A SYSTEM OF CONSOLIDATED CLUSTERS OF SCHOOLS ON 9 SITES, EACH ENROLLING 8000 ± STUDENTS IN ALL GRADE LEVELS AND SHARING EXTRAORDINARY STAFF, FACILITIES, AND PROGRAMS WITH THE COMMUNITY FOR HIGH QUALITY, ECONOMICAL EDUCATION

3 COMMUNITY STRUCTURE.............71

THE COMPLEX CITY AND METROPOLITAN NETWORK OF PHYSICAL DEVELOPMENT AND HUMAN ACTIVITIES, BOTH EXISTING AND PROPOSED, WITH WHICH EDUCATIONAL PLANNING SHOULD COORDINATE INTERDEPENDENTLY

4 THE LONG RANGE PLAN...................83

THE C.C.L., C.C.S. SYSTEM AND COMMUNITY STRUCTURE COMBINED DURING THE NEXT 30 YEARS IN A DETAILED, STAGED, FLEXIBLE BUILDING PROGRAM WHICH IS ECONOMICALLY AND PHYSICALLY FEASIBLE

introduction

St. Paul is an upper middle west
315,000 population in a metropolitan
1.7 million people ranking 15th in
the United States. The city is on th
banks of the Mississippi River near t
of navigation and has a high level ind
base of publishing, electronics, com
and diversified manufacturing. It
seat of state, county and city gover
offices. There are 12 colleges in S
including a branch of the University o
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In the schools of St. Paul an inventory of problems is painful to face and represents, as in many cities, a backlog of major tasks to be done.

- 40% of the school buildings are more than fifty years old.
- there are too many schools (85) considering the enrollment of 50,000 -- 19 schools have fewer than 300 students.
- overcrowding to the extent of 4,000 students exists -- 61 portable classrooms already and 20 more ordered.
- 47 elementary schools do not have libraries.
- 37% of the elementary students are in parochial schools where financial problems may continue to close schools.
- defacto segregation exists for racial, ethnic, economic, and religious groups.
- the city and the school district are in a financial crisis -- both are at or near the ceiling of bonded indebtedness.
- student unrest and community dissatisfactions have rocked some schools.
- the curriculum and the teaching methods employed are being increasingly questioned.
- there are serious proportions of difficult-to-teach children.

THIS INVENTORY reflects a complex society's need for quality education preparing effective, responsible citizens. Only outstanding staff, programs and facilities can meet such a challenge.

Yet the task of educating youngsters in this age has become so complex that 50 per cent of people trained for teaching abandon the profession within 5 years and often in deep frustration. Whether we like it or not, many of those that remain are plagued by a sense of failure. Too many high school graduates are far behind in reading and other skills. Employers complain that workers do not perform in a workmanlike manner. In addition the world has become crowded and complex -- tomorrow's citizens, indeed today's, carry burdensome personal and societal problems.

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To Me..

City after city in the United States is experiencing a crisis in education. Teachers strike, parents picket and students revolt -- there is extraordinary dissatisfaction. Six communities in Ohio simply shut down the schools this mid-year for 6 weeks because the citizens would not vote further expenditures.

Today the spotlight shinning on bo
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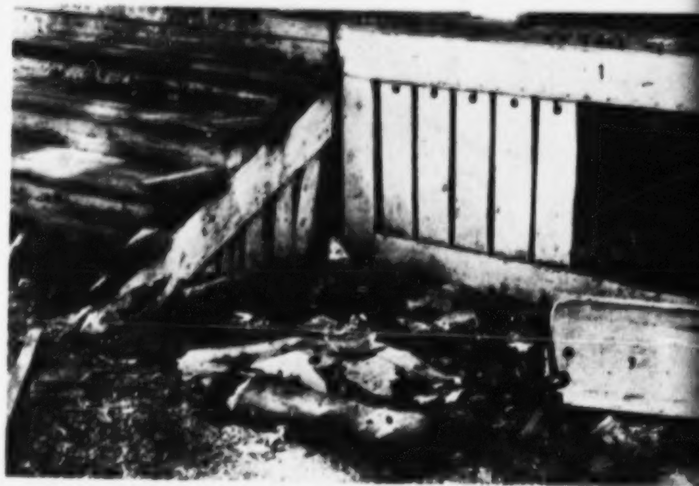

Education has become a first prior
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St. Paul can become a "major league"
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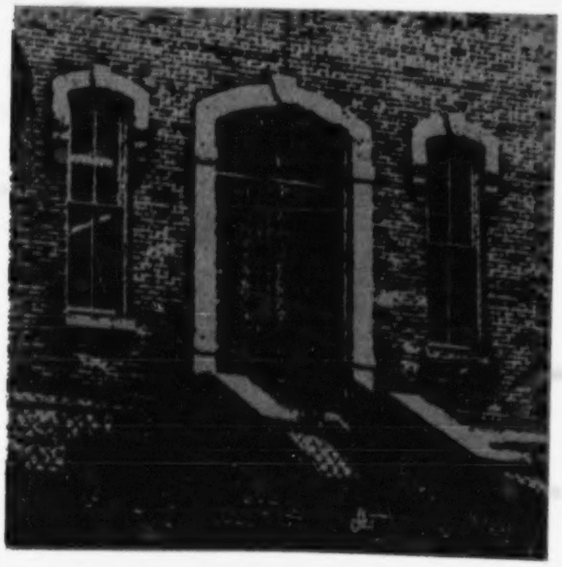

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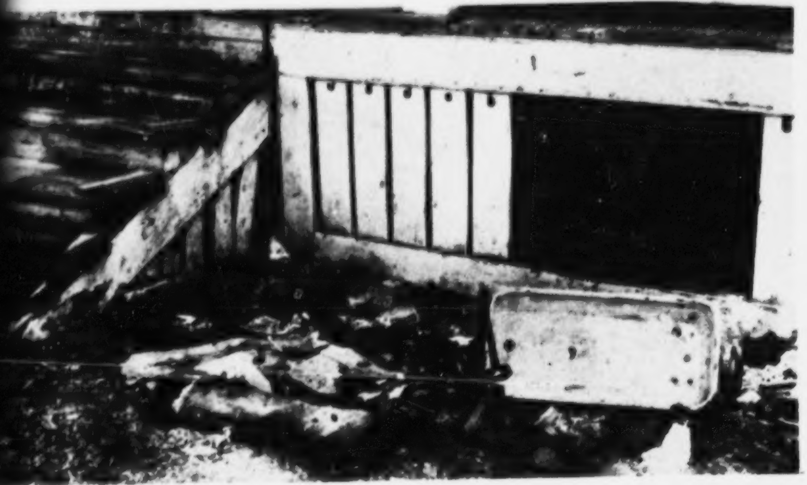

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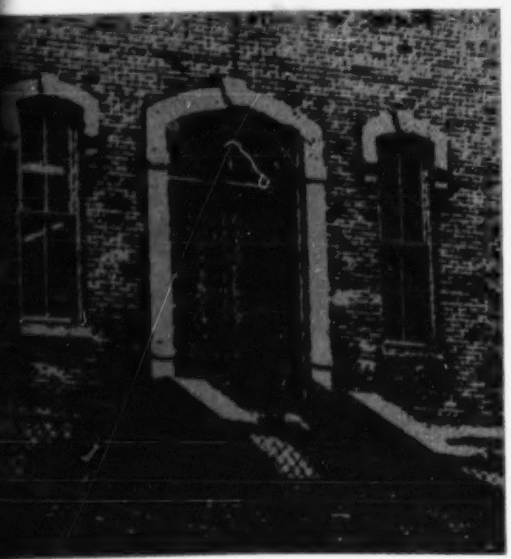
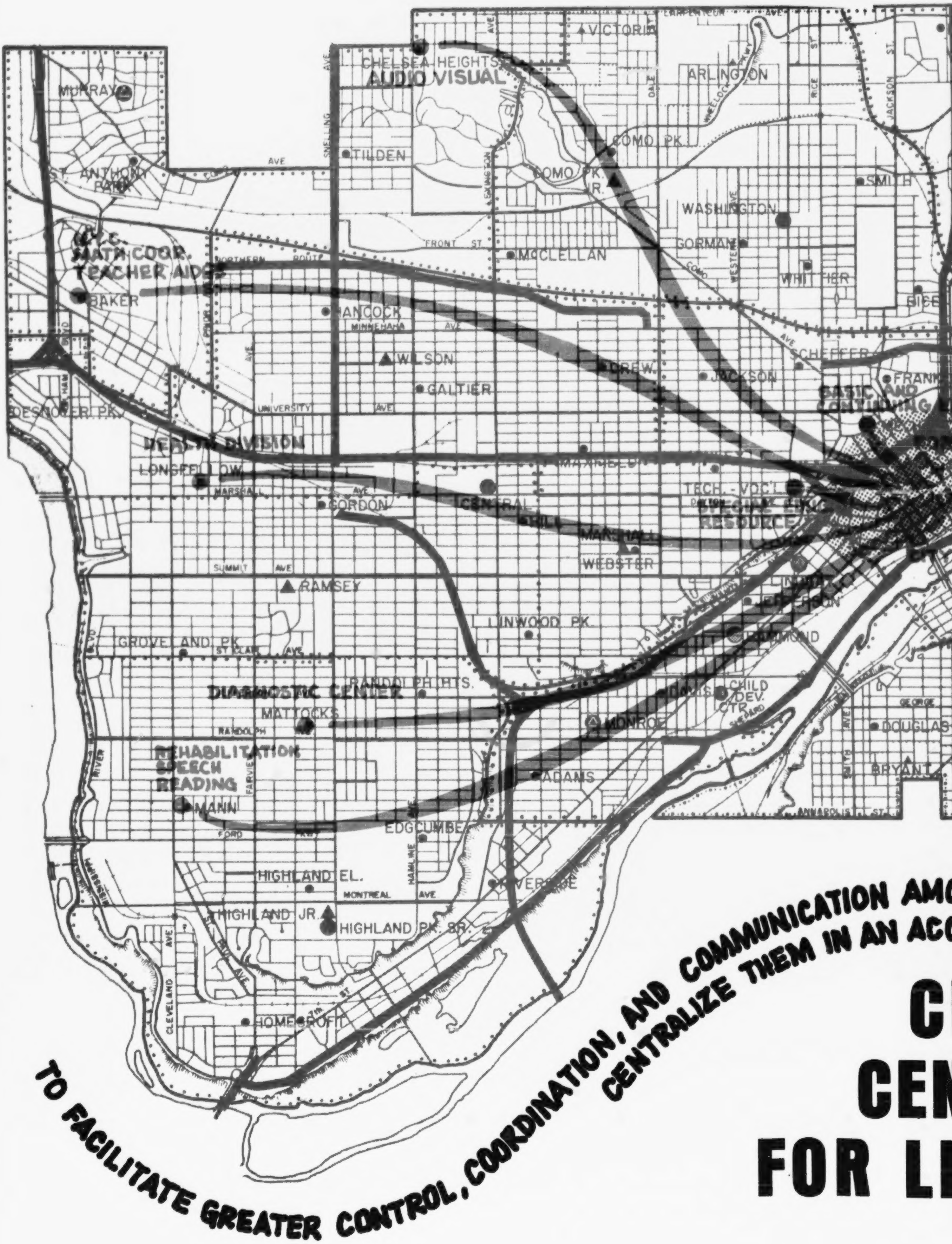


This goal of quality education is widely accepted. The Citizens Advisory Council for the City Center for Learning felt that providing expensive specialists, programs and facilities that result in quality education at each of the present 85 schools would not happen! A degree of consolidation became the necessary and responsible solution.

While other cities are planning educational parks of up to 38,000 students a more modest approach could still yield all the advantages of such designs. The Advisory Council recommended a City Center for Learning and about 8 Consolidated Community Schools enrolling about 7,000 students each in all grade levels.

The concepts of a City Center for Learning and Consolidated Community Schools were boldly outlined in *New Directions for Education in St. Paul.* However, that document did not delineate costs nor make specific site recommendations. This present study elaborates upon the basic concepts and provides enrollment projections, site considerations, design alternatives and cost estimates. Hopefully this information will provide material for careful thought, discussion, and study.

THIS BOOK IS A STUDY DOCUMENT. COMMENTS AND SUGGESTIONS ARE WELCOME. THE ASSUMPTIONS, THE SPACE ESTIMATES, THE RELATIONSHIPS, THE COST, OR OTHER DATA ARE OPEN TO QUESTION AND MODIFICATION. THE GOAL IN ST. PAUL IS CLEAR: HIGH QUALITY EDUCATION. THE PRECISE ROUTE TO THAT GOAL NEEDS TO BE CAREFULLY EXAMINED. *NEW DIRECTIONS FOR EDUCATION IN ST. PAUL* AND THIS BOOK DETAILING THE LONG RANGE PLAN SUGGEST A ROUTE.


VICTORIA
CHELSEA HEIGHTS
AUDIO VISUAL
ARLINGTON
MURRAY
ST. ANTHONY PARK
TILDEN
COMO PK.
COMO PK. JR.
SMITH
WASHINGTON
GORMAN
WHITTIER
M.C.C. MATH COOR. TEACHER AIDE
McCLELLAN
BAKER
HANCOCK
WILSON
GALTIER
DREW
JACKSON
SCHEFFER
FRANK
BASIC AND CONTINUING
DESNOYER PK.
HEALTH DIVISION
LONGFELLOW
MAXFIELD
TECH.-VOC'L
SPECIAL LEARNING RESOURCE
GORDON
CENTRAL
MARSHALL
WEBSTER
RAMSEY
LINWOOD PK.
JEFFERSON
GROVELAND PK.
HAMMOND
RANDOLPH HTS.
DIAGNOSTIC CENTER
MATTOCKS
CHILD DEV. CTR.
MONROE
DOUGLAS
REHABILITATION SPEECH READING
MANN
ADAMS
BRYANT
EDGCUMBE
HIGHLAND EL.
RIVERSIDE
HIGHLAND JR.
HIGHLAND PK. SR.
HOMECROFT
SNELLING
LEXINGTON
UNIVERSITY
SUMMIT AVE
RANDOLPH
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MONTREAL AVE
CLEVELAND AVE
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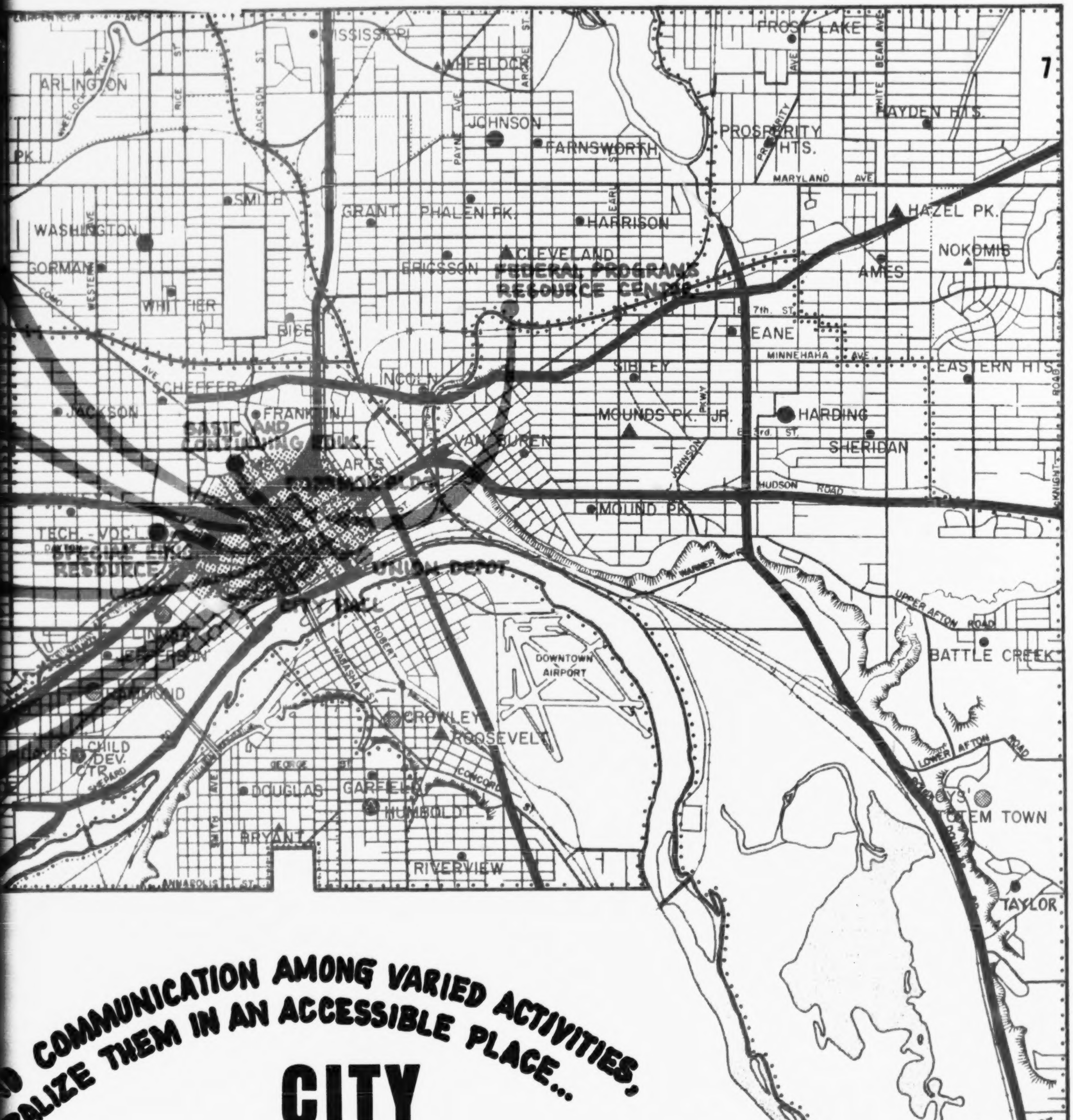
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UPPER AFTON ROAD
BATTLE CREEK
JEFFERSON
HAMMOND
DOWNTOWN AIRPORT
CROWLEY
ROOSEVELT
CHILD DEV. CTR.
LOWER AFTON ROAD
DOUGLAS
GARFIELD
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BRYANT
RIVERVIEW
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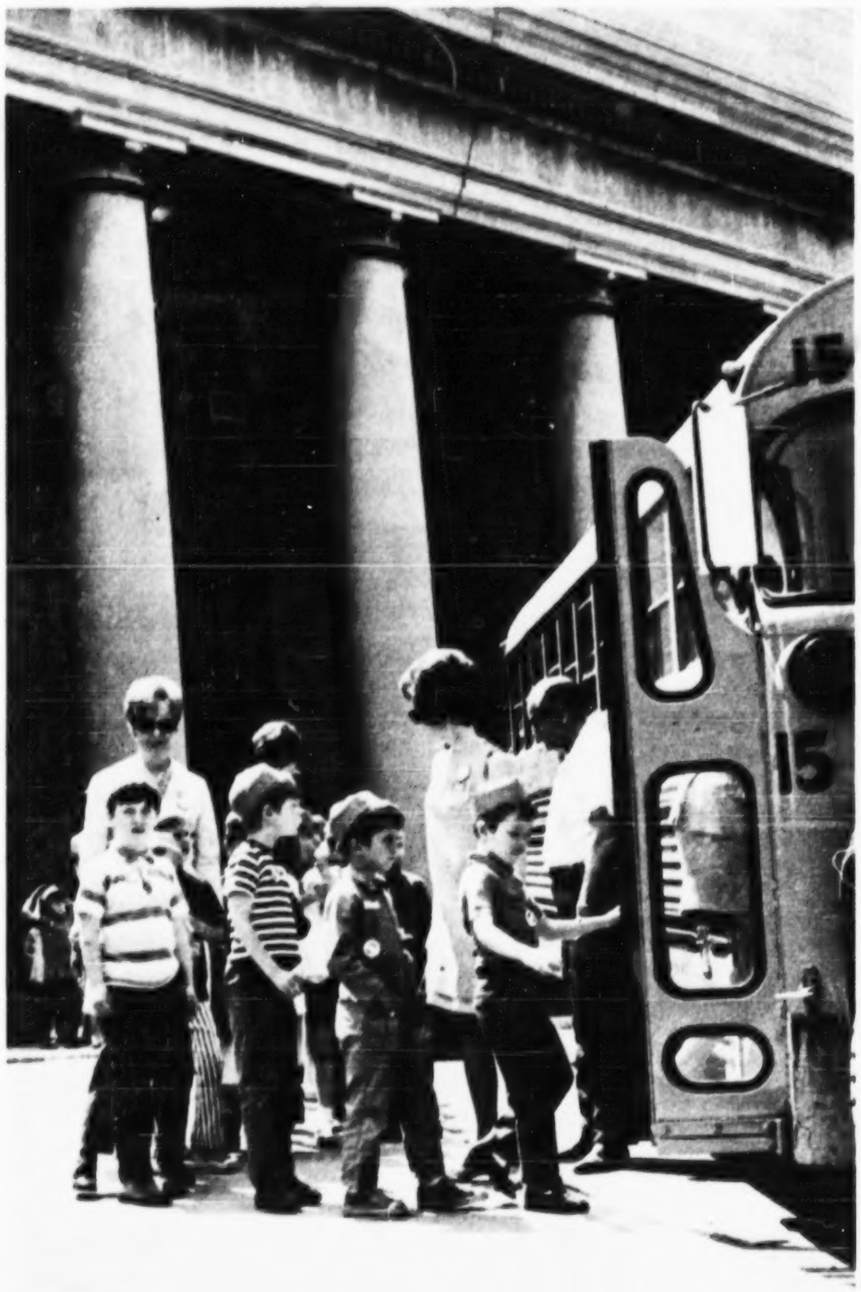
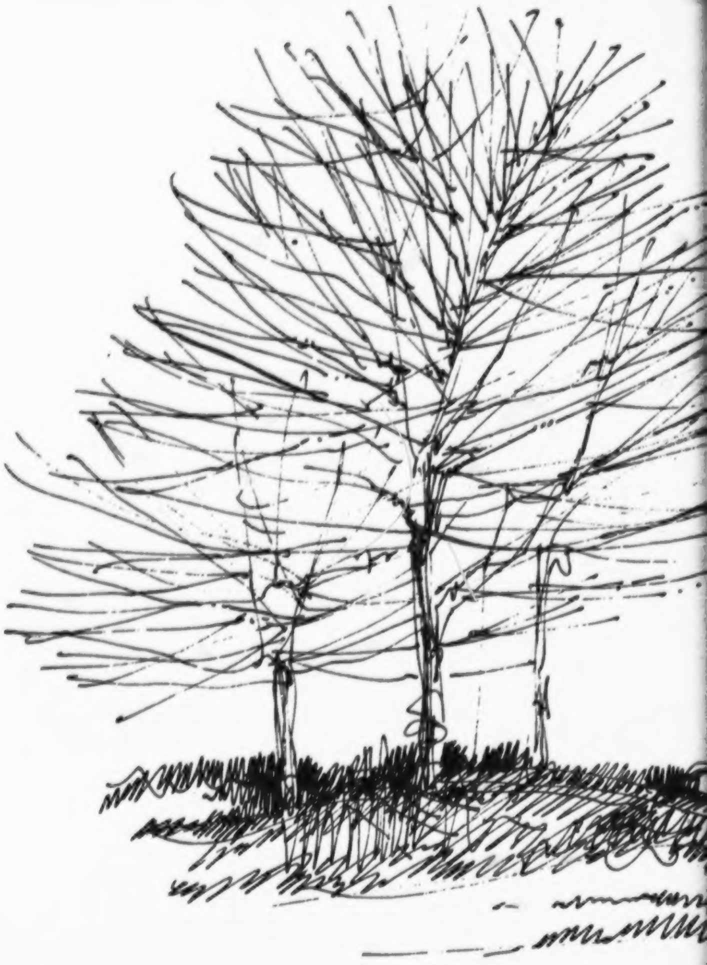
TRALIZE THEM IN AN ACCESSIBLE PLACE...

CITY CENTER FOR LEARNING

PART ONE





The St. Paul school district headquarter
presently scattered in nine locations.
of the offices are in City Hall, some in
Rossmor Building, Chelsea Heights and B
elementary schools, at 740 York, and in
other locations. For the best coordina
of effort, staff members have hoped f
true headquarters building for over two
ades. Now the issue is coming to a h
The school district has been notified by
government to vacate City Hall.

Even more important is the lack of proper
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riculum modifications. The complexity
learning and the difficulty of effecti
reaching all children is a serious proble
the nation. What is clearly needed
first rate professional library, more s
training programs and facilities, greater
forts to make the curriculum relevant,
increased employment of educational techn
gy and all types of resources, and incre
diagnostic and remediation services in a
of educational "Mayo Clinic".

A school containing all grades would b
important component of the City Center
Learning. All school staff people, not
teachers, need more contact with pupils
programs. Opportunities to try new prog
would, of course, be available to all sch
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location new practices can be displaye
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CITY CENTER FOR LEARNING

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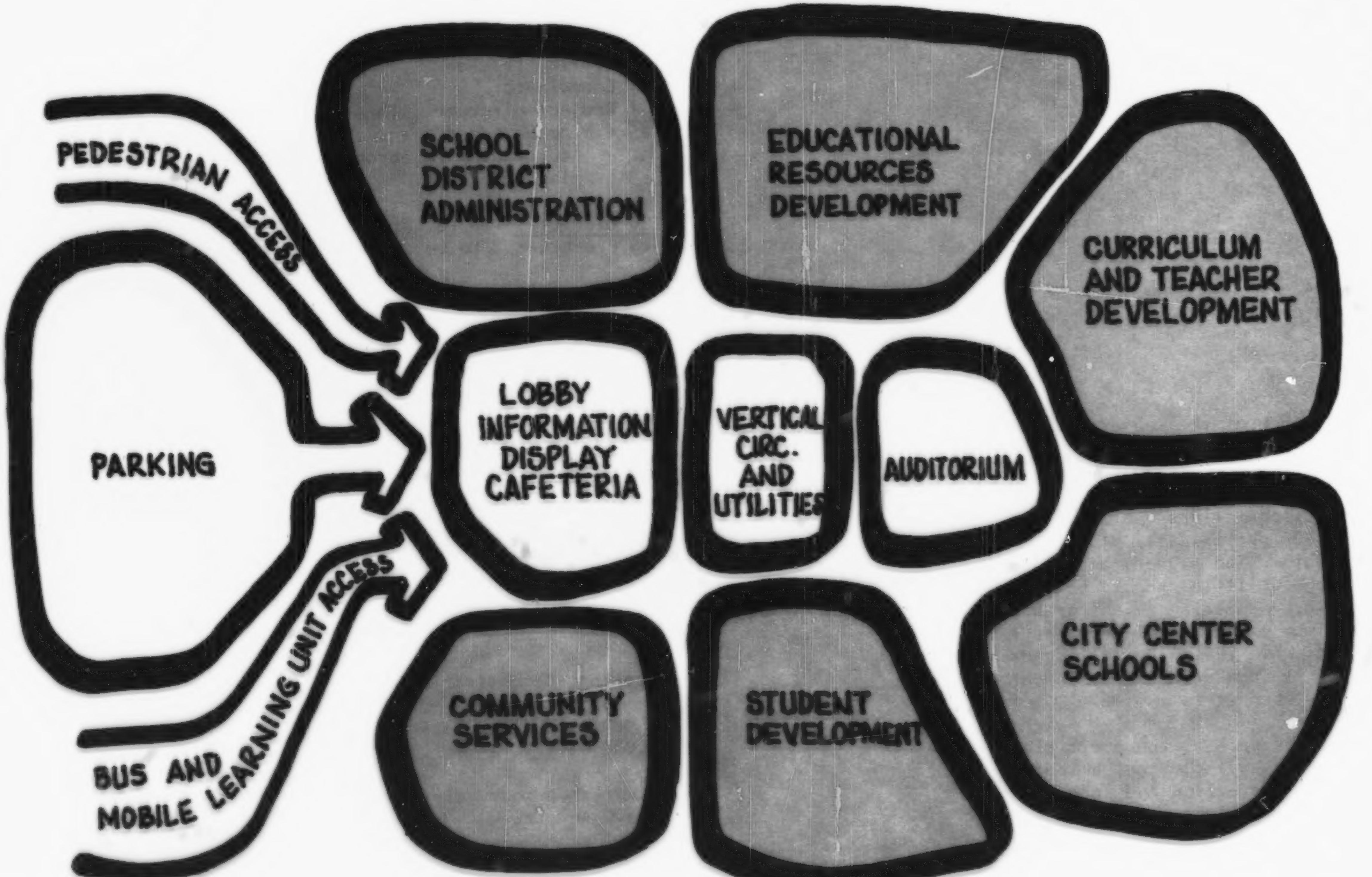
CCL components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SCHOOL DISTRICT ADMINISTRATION
LOBBY INFORMATION DISPLAY CAFETERIA
COMMUNITY SERVICES
EDUCATIONAL RESOURCES DEVELOPMENT
VERTICAL CIRC. AND UTILITIES
STUDENT DEVELOPMENT
AUDITORIUM
CURRICULUM AND TEACHER DEVELOPMENT
CITY CENTER SCHOOLS

curriculum and teacher development component

The Curriculum and Teacher Development component houses administrative and supervisory personnel whose responsibility is examining curricula and teaching methods in the school district. Revising the curriculum, carrying on research, examining new materials, helping teachers keep abreast of developments, organizing workshops and other staff development activities will be primary functions of the center. These activities require offices, conference rooms, teaching demonstration areas, a workroom for teachers and specialists to prepare or adapt instructional materials and a professional library.

It suggested that each of the subject matter coordinators be officed in a specialized resource area for each field (listed under the Educational Resources component) near a first rate professional library of at least 20,000 volumes, 300 periodicals, plus other appropriate materials. The library and other in-service training facilities should be open as much as possible, including evenings and weekends for maximum professional growth and development. For this reason a small snack and lounge area is suggested to supplement the main cafeteria, when it is closed.

Some of the facilities such as the auditorium will serve many uses, including a School Board meeting with an overflow audience or a visiting specialist who might speak, for example, to all English teachers in St. Paul.

A. Offices

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2 Director
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Secretarial
Storage . .

B. Professional

Check out de

Reading room
microfilm,

Stacks, book
textbooks .

Divisible co

C. Meeting, De

2 demonstra
2,000 sq. f

3 workshop
1,500 sq. f

Auditorium

Snack area

D. Curriculum
Materials P
Workrooms .

TOTAL - Curricu
Compone

A. Offices

33 Professionals, 100 sq. ft. @	3,300 sq. ft.

1 Assistant Superintendent of Instruction
2 Directors of Elementary Education
2 Directors of Secondary Education
1 Director of Vocational and Adult Education
8 Supervisors
3 Resource teachers
5 Teacher helpers
1 Utility teacher
1 Coordinator
1 Project director (libraries)
25 + 8 to be added eventually, e.g. curriculum research, foreign language, etc.

20 Clerical, 100 sq. ft. @. . . . . . . 16 Present - 4 to be added	2,000 sq. ft.
Secretarial work room	800 sq. ft.
Storage	600 sq. ft.
	6,700 sq. ft.

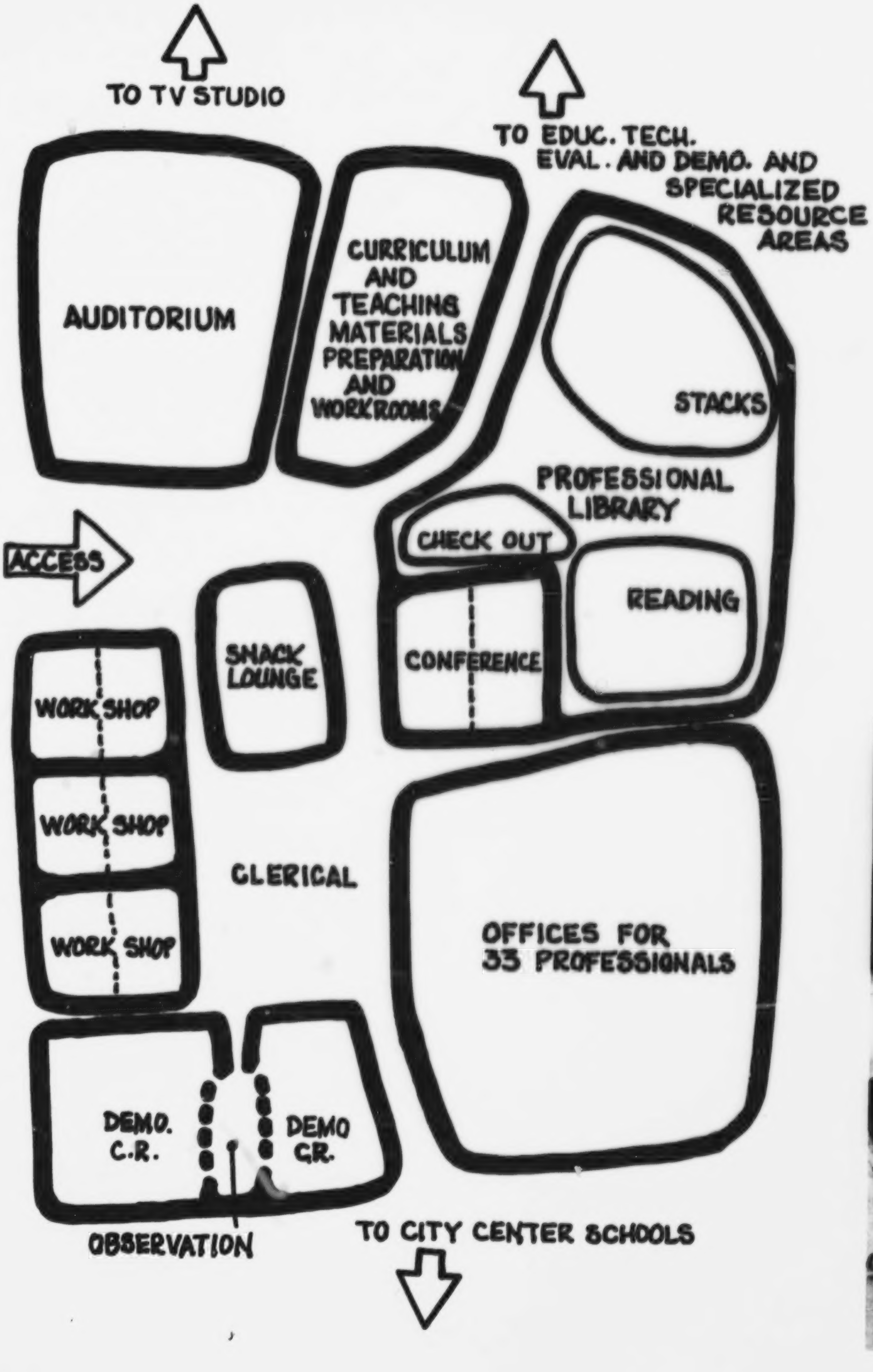
B. Professional Library

Check out desk, information, phone. . .	500 sq. ft.
Reading room, study carrels, microfilm, typewriters, etc..	4,000 sq. ft.
Stacks, books, periodicals, textbooks	3,000 sq. ft.
Divisible conference room	1,000 sq. ft.
	8,500 sq. ft.

C. Meeting, Demonstration, Workshop and Conference Areas

2 demonstration classrooms 2,000 sq. ft. @	4,000 sq. ft.
3 workshop rooms divisible 1,500 sq. ft. @	4,500 sq. ft.
Auditorium for 350 people	5,000 sq. ft.
Snack area and lounge	1,500 sq. ft.
	15,000 sq. ft.

D. Curriculum Materials and Teaching Materials Preparation Studio and Workrooms	5,000 sq. ft.
TOTAL - Curriculum and Teacher Development Component	35,200 sq. ft.


TO TV STUDIO
TO EDUC. TECH. EVAL. AND DEMO. AND SPECIALIZED RESOURCE AREAS
AUDITORIUM
CURRICULUM AND TEACHING MATERIALS PREPARATION AND WORKROOMS
STACKS
PROFESSIONAL LIBRARY
CHECK OUT
ACCESS
READING
SNACK LOUNGE
CONFERENCE
WORK SHOP
WORK SHOP
CLERICAL
WORK SHOP
OFFICES FOR 33 PROFESSIONALS
DEMO. C.R.
DEMO CR.
OBSERVATION
TO CITY CENTER SCHOOLS

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DEMO. AND
SPECIALIZED
RESOURCE
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OR
SIGNALS
HOOLS

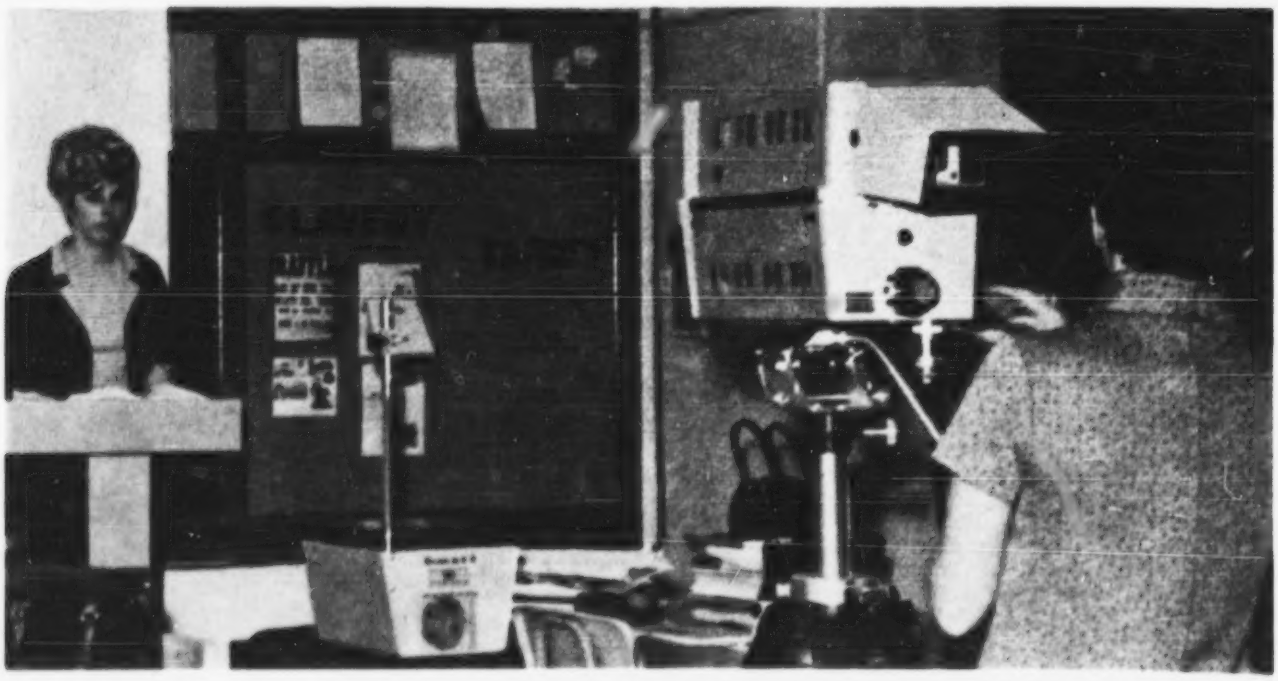
EBONY

educational resources component

This section houses the audio-visual department, a resource center for each subject area, realia collections, radio and television studios, an evaluation center for testing and demonstrating teaching devices, and a mobile learning units area.

Many audio-visual devices, electronic and mechanical aides, printed resources, realia, and community resources exist to enhance learning. These need to be acquired, evaluated, stored, distributed and courses need to be provided in their use. The use of ineffective and inefficient materials will be avoided with proper examination and evaluation.

Each of the major subject area divisions of the curriculum would have its own resource area. These twelve areas are math, science, English, social studies, physical education, industrial arts, home economics, art, music, foreign language, special education, and business education. Additional areas or additional space in the above areas may be necessary so square footage allotments must be flexible.



A. Offices

10 Professio

1 Director
2 Superviso
4 Resource
7 + 3 to be

10 Clerical
6 - 4 to be

Secretarial

B. Multi-Media

Specialized
each subject
12 fields, 1

Audio visual
film handlin

Repair and s

Radio and te

(NOTE: Prof
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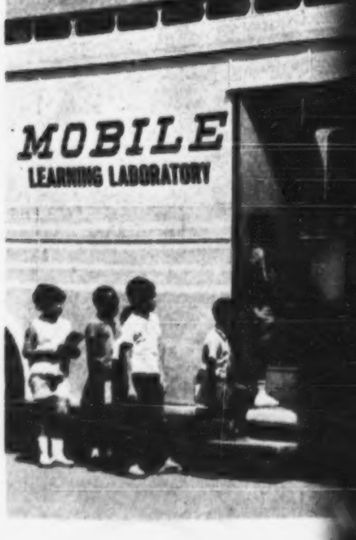
unde
ment

C. Educational
and Demonstr

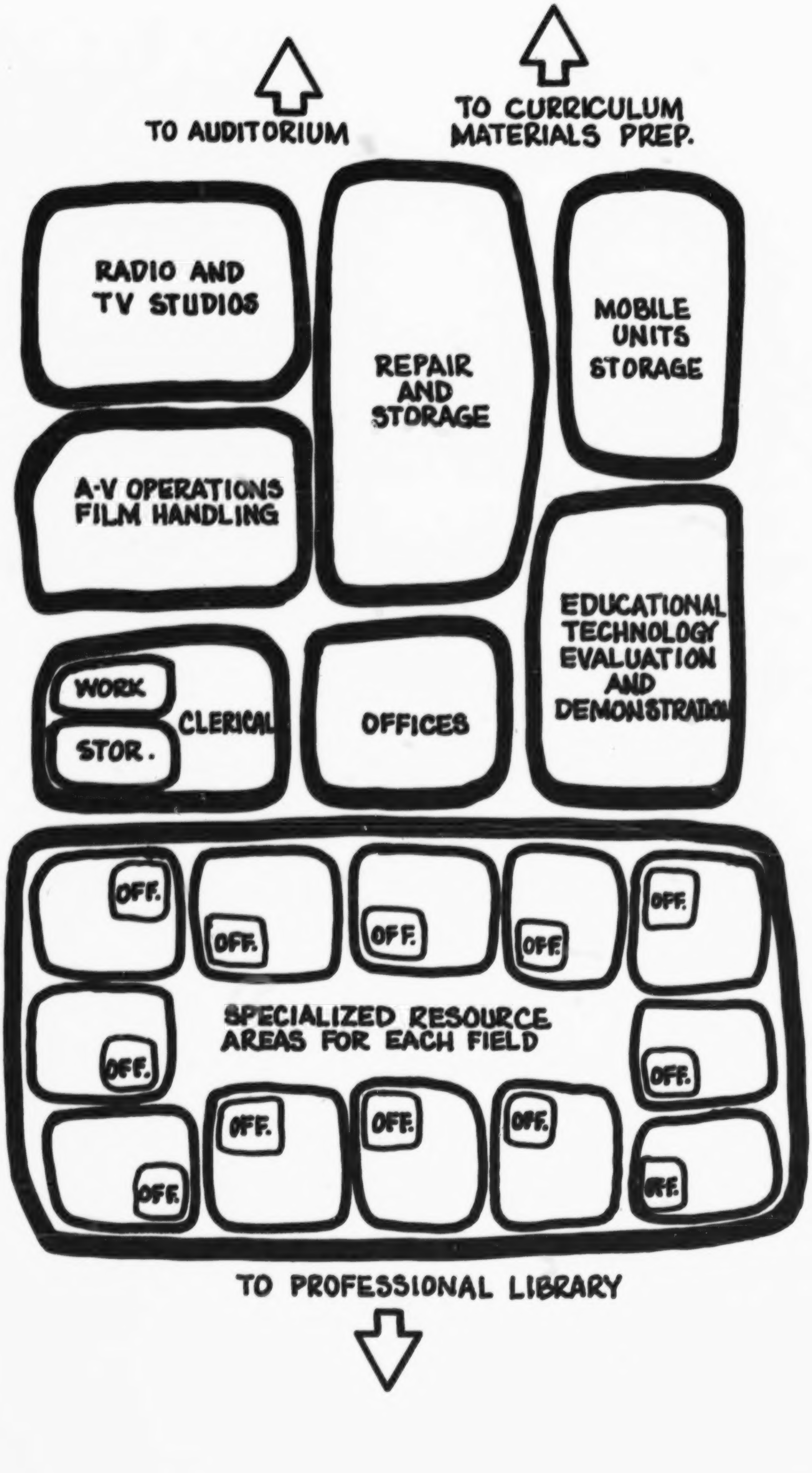
D. Mobile Units

TOTAL - Educatio



A. Offices		
10 Professionals	1,000 sq. ft.	
1 Director		
2 Supervisors		
4 Resource teachers		
7 + 3 to be added		
10 Clerical		
6 - 4 to be added	1,000 sq. ft.	
Secretarial workroom and storage	1,000 sq. ft.	
		3,000 sq. ft.
B. Multi-Media Center		
Specialized resource areas for each subject field 12 fields, 1,000 sq. ft.	12,000 sq. ft.	
Audio visual operations and film handling	2,400 sq. ft.	
Repair and storage	5,000 sq. ft.	
Radio and television studios	3,000 sq. ft.	
		22,400 sq. ft.
(NOTE: Professional library and teaching materials preparation are listed under Curriculum-Teacher Development component)		
C. Educational Technology: Evaluation and Demonstration		5,000 sq. ft.
D. Mobile Units Storage		4,000 sq. ft.
TOTAL - Educational Resources Component		34,400 sq. ft.

MOBILE
LEARNING LABORATORY


TO AUDITORIUM
TO CURRICULUM MATERIALS PREP.
RADIO AND TV STUDIOS
REPAIR AND STORAGE
MOBILE UNITS STORAGE
A-V OPERATIONS FILM HANDLING
EDUCATIONAL TECHNOLOGY EVALUATION AND DEMONSTRATION
WORK
STOR.
CLERICAL
OFFICES
OFF.
OFF.
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SPECIALIZED RESOURCE AREAS FOR EACH FIELD
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OFF.
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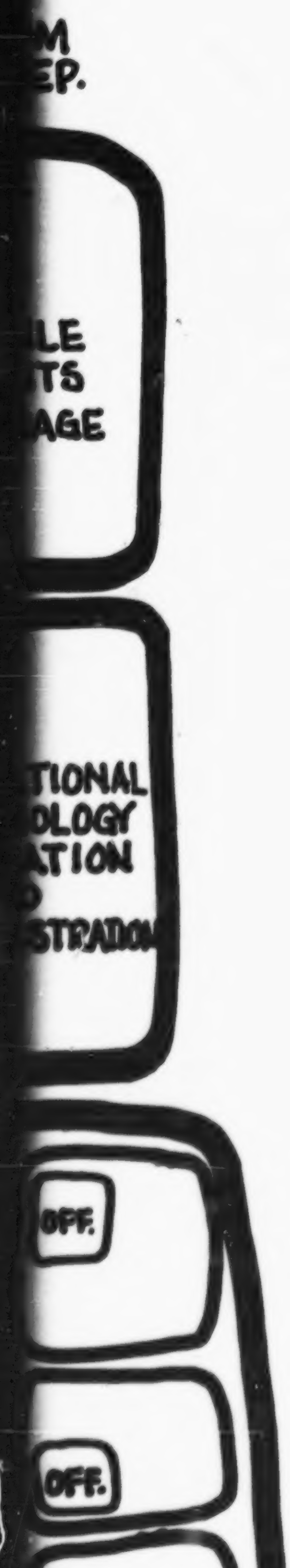
OFF.
TO PROFESSIONAL LIBRARY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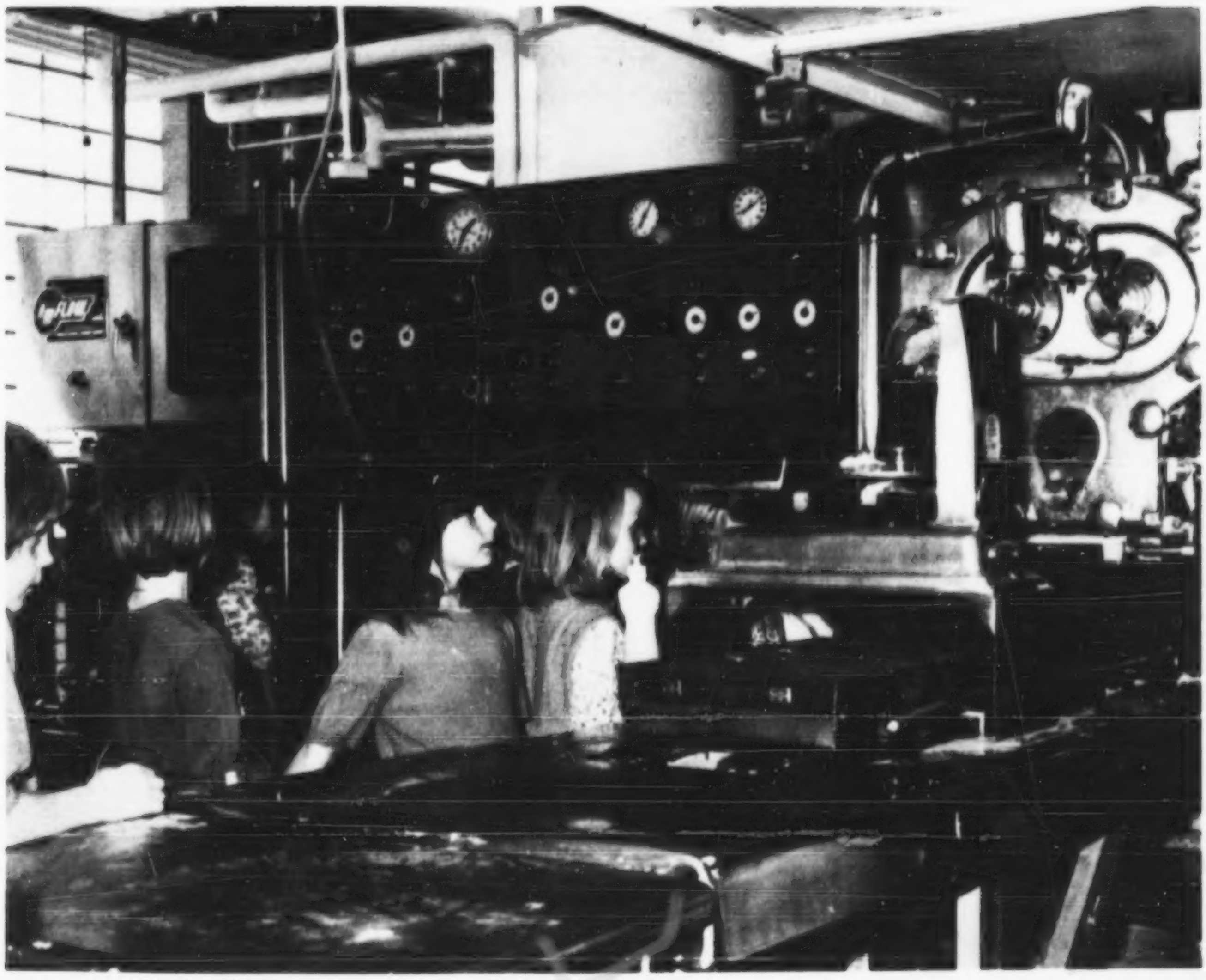
I am a big cat.
cap



student development component

This section houses Special Education, Special Services and a variety of pupil personnel activities. It is this section that would serve as an educational "Mayo Clinic". Available to all students in the city would be sophisticated diagnostic and remediation services. Staff training rooms and conference rooms are included.

Not only would students with "problems" receive diagnostic services but all students would benefit. Gifted students could have special programs designed, talents and special abilities would be identified in seeming average youngsters, and early identification and treatment of learning impediments would provide a boost for increased achievement both in an out of school. Not all work would be carried on in the CCL but this would provide the headquarters, coordination and planning areas, as well as being an actual case handling facility. Placing various specialists in close juxtaposition increases opportunities for a team approach - an approach successful and recommended for this field.

A. Offices

23 Professi

1 Director
3 Assistan
3 Supervis
2 Assistan
3 Consulta
5 Health s
17 presentl

26 Clerical
21 presentl

Secretarial
Storage. . .

B. Meeting Room
Conference -

C. Dental Clini

D. Health Clini

E. Diagnostic S

F. Diagnostic-L
Mattocks, 1-

G. Guidance and
(now at Ross
present siz

H. School Social

I. Home Instruct

J. Speech Thera

K. Rehabilitatio
quarters . .

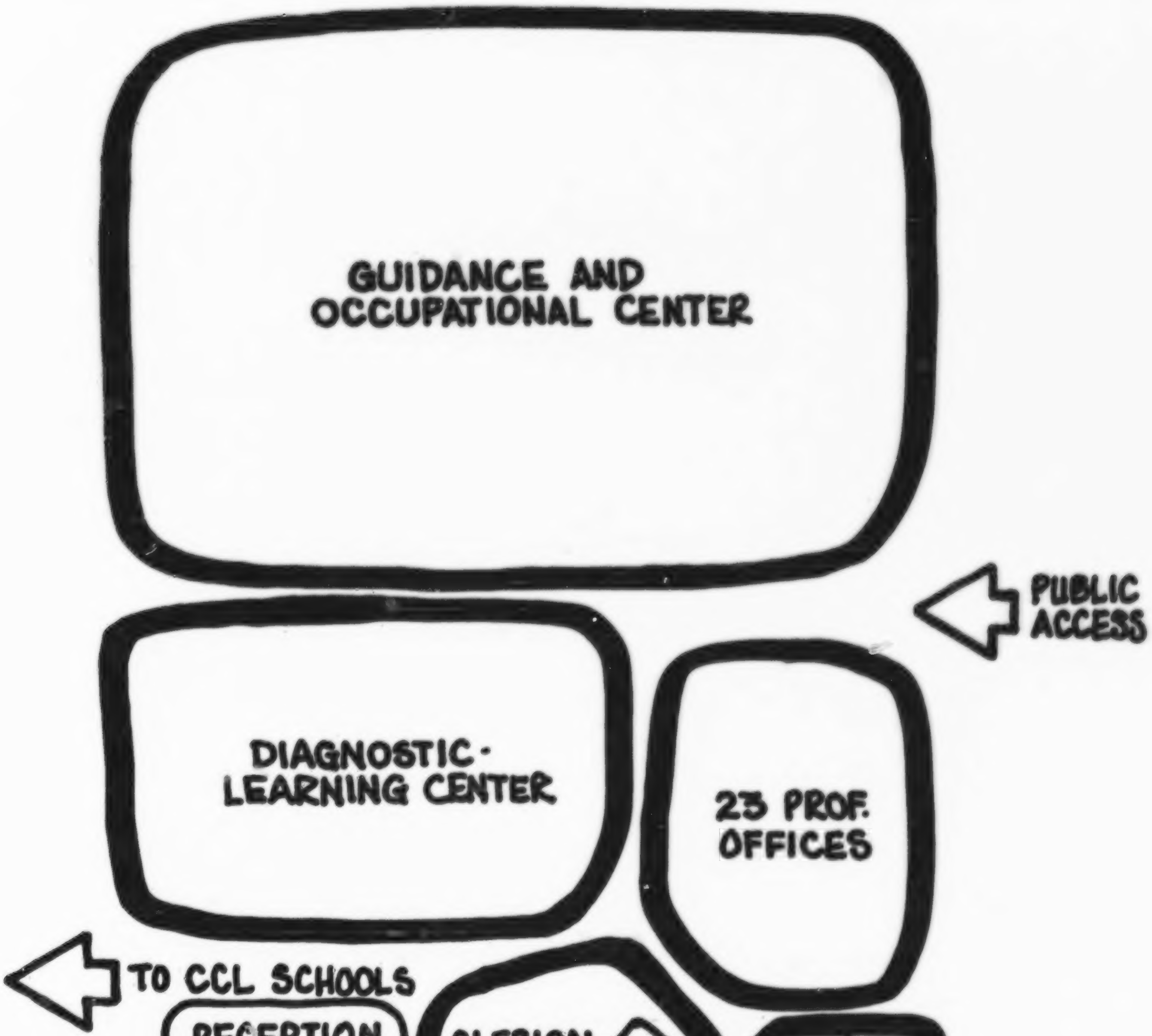
L. Itinerant Sup
Teachers Head

M. School Nurses

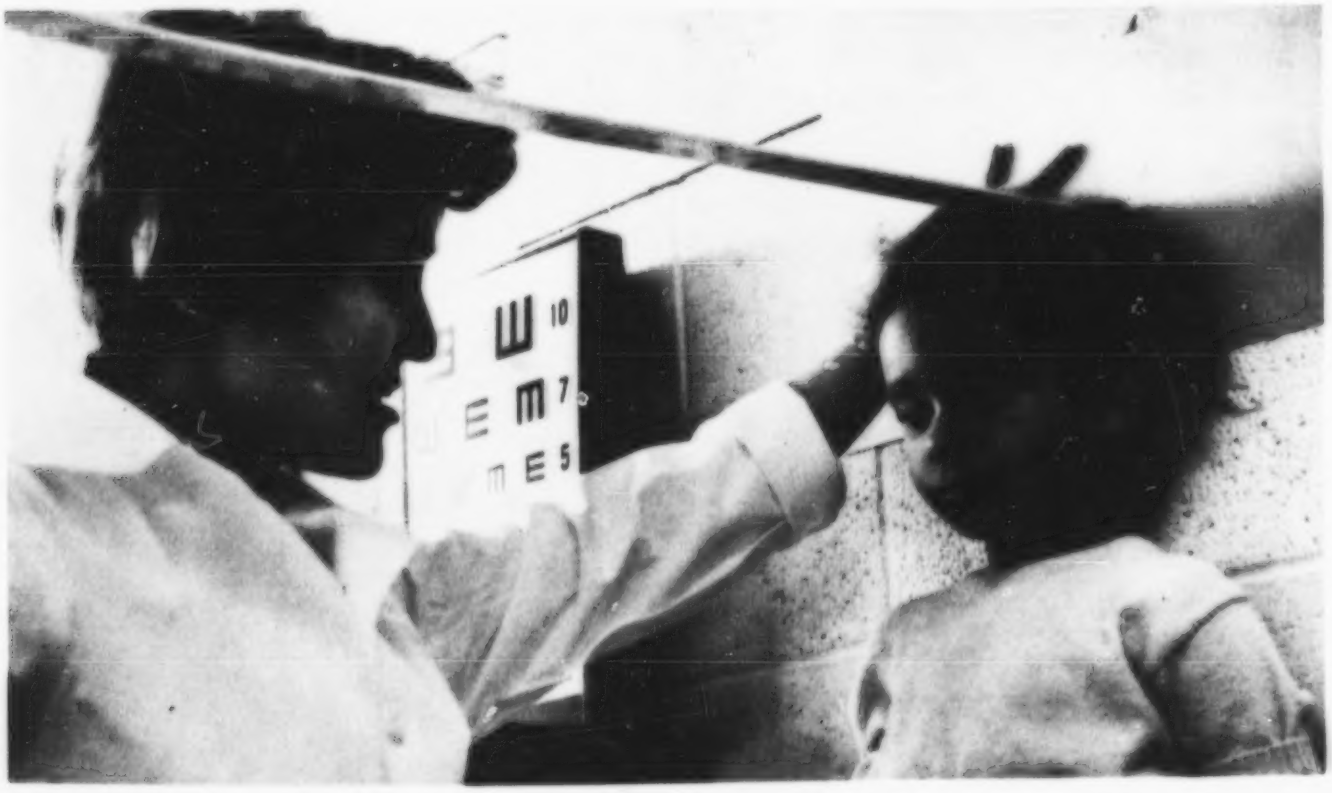
N. Psychological

TOTAL - Student D

A.	Offices		
	23 Professionals	2,300 sq. ft.	
	1 Director		
	3 Assistant directors		
	3 Supervisors		
	2 Assistant supervisors		
	3 Consultants		
	5 Health specialists		
	17 presently + 6 to be added		
	26 Clerical		
	21 presently + 5 to be added	2,600 sq. ft.	
	Secretarial workroom	700 sq. ft.	
	Storage	2,000 sq. ft.	
			7,600 sq. ft.
B.	Meeting Rooms, Staff Training, Conference - 3 (divisible)		4,500 sq. ft.
C.	Dental Clinic (5 chairs)		2,000 sq. ft.
D.	Health Clinic		3,000 sq. ft.
E.	Diagnostic Servicing		2,000 sq. ft.
F.	Diagnostic-Learning Center (now at Mattocks, 1-1/2 X present size)		10,000 sq. ft.
G.	Guidance and Occupational Center (now at Rossmor Building, triple present size)		23,100 sq. ft.
H.	School Social Workers Headquarters		2,000 sq. ft.
I.	Home Instructors Headquarters		2,000 sq. ft.
J.	Speech Therapists Headquarters		1,000 sq. ft.
K.	Rehabilitation Specialists Headquarters		3,000 sq. ft.
L.	Itinerant Supplemental Instruction Teachers Headquarters		1,000 sq. ft.
M.	School Nurses Headquarters		4,000 sq. ft.
N.	Psychological Services		1,000 sq. ft.
			58,600 sq. ft.
TOTAL - Student Development Component			66,200 sq. ft.


GUIDANCE AND OCCUPATIONAL CENTER
PUBLIC ACCESS
DIAGNOSTIC-LEARNING CENTER
23 PROF. OFFICES
TO CCL SCHOOLS
RECEPTION
CLERICAL
STOR.
WORK
MEETING
DIAG. SERVICING
MEETING
HEALTH
NURSES
PSYCH. SER.
MEETING
DENTAL
SOCIAL WORK
SPEECH THER.
REHAB. SPEC.
HOME INSTR.
ITINERANT SUPP. INSTR. TEACHERS

PUBLIC
ACCESS



community services component

This section houses the current programs for adult education, Adult Basic and Continuing Education (now at Mechanic Arts and Central Park Methodist Church), a unit for cataloging and coordinating the use of community resources and aides, the Neighborhood Youth Corps, as well as space for a number of agencies whose cooperation and contact is on an important continuing and daily basis. Those listed are illustrative and not necessarily the actual agencies to be offered, nor is the list exhaustive.

The Adult Basic and Continuing Education Program provides instruction and guidance to adults who have not finished elementary or secondary school and lack fundamental knowledge and skills. The downtown location will be convenient because of public transportation. Classrooms and a small lounge away from others will help with this group's problems of self-consciousness.

The current adult education program operates in many schools with recreational, cultural and educational courses. The CCL would provide a central headquarters location and the school facilities at the CCL would make available another location for evening courses.

A. Adult Educa

B. Adult Basic
and classro

Classrooms .
Office . . .
Snack bar a

C. Community R
ordinating
Volunteers .

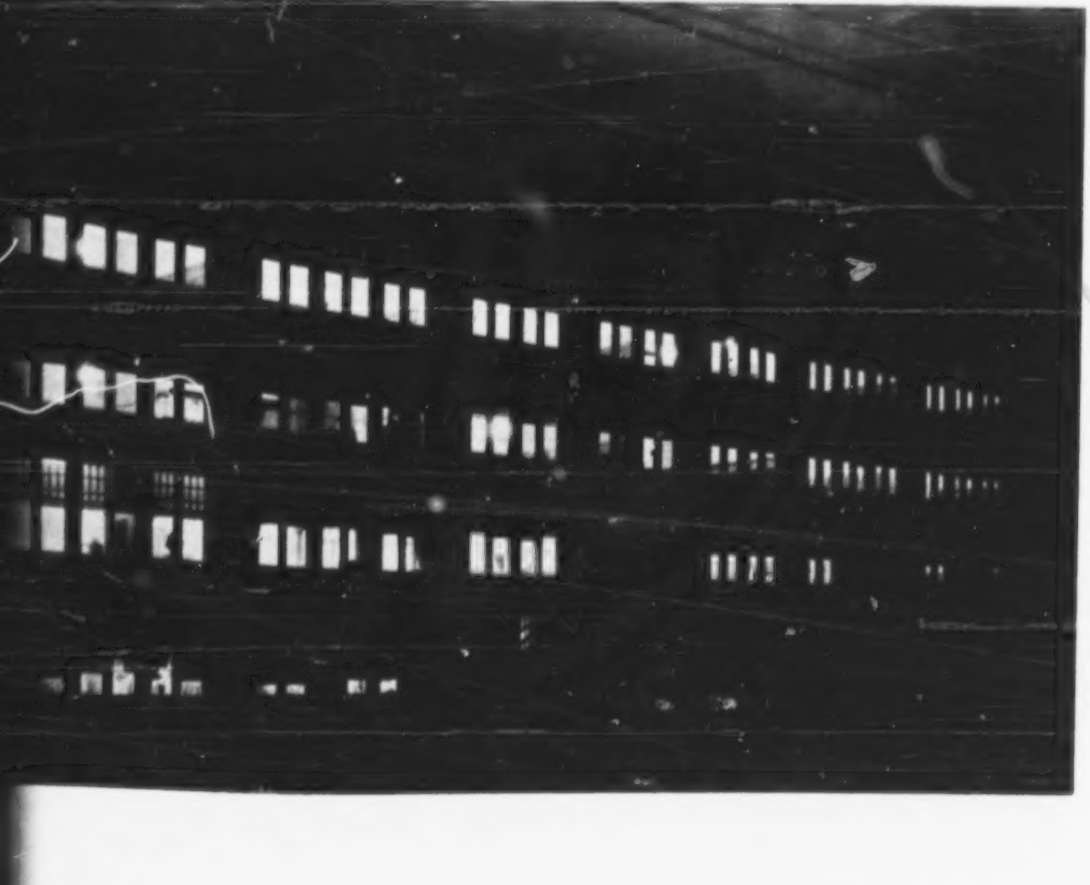
D. Neighborhood

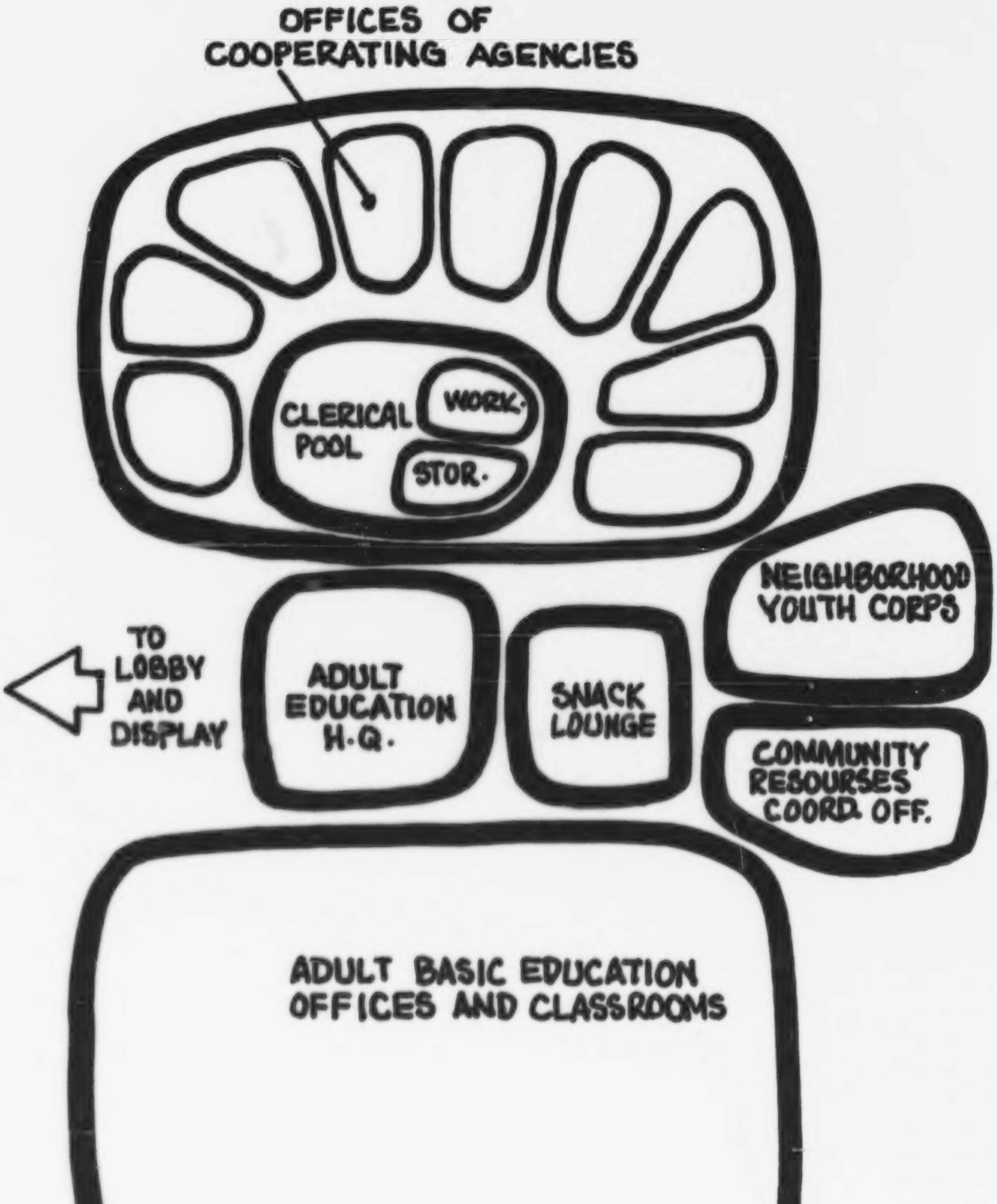
E. Cooperating

Big Brothers
Junior Leagu
Ramsey Count
St. Paul Cou
St. Paul Pol
Juvenile
St. Paul Off
Opportun
Bremer House
Wilder Child
Conference
Secretarial
workroom

TOTAL - Communit

A.	Adult Education Headquarters		2,000 sq. ft.
B.	Adult Basic Education (offices and classrooms)		
	Classrooms	10,000 sq. ft.	
	Office	1,000 sq. ft.	
	Snack bar and lounge	1,000 sq. ft.	
			12,000 sq. ft.
C.	Community Resources Co-ordinating Office and Volunteers		1,000 sq. ft.
D.	Neighborhood Youth Corps		1,600 sq. ft.
E.	Cooperating Agencies		
	Big Brothers	100 sq. ft.	
	Junior League	100 sq. ft.	
	Ramsey County Probation	100 sq. ft.	
	St. Paul Council of P.T.A.	100 sq. ft.	
	St. Paul Police Department and Juvenile Division	100 sq. ft.	
	St. Paul Office of Twin City Youth Opportunity	700 sq. ft.	
	Bremer House Office	100 sq. ft.	
	Wilder Child Guidance Clinic	100 sq. ft.	
	Conference room (divisible)	1,500 sq. ft.	
	Secretarial pool area workroom and storage	2,000 sq. ft.	
		5,300 sq. ft.	
TOTAL - Community Services Component			21,900 sq. ft.




OFFICES OF COOPERATING AGENCIES
CLERICAL POOL
WORK.
STOR.
NEIGHBORHOOD YOUTH CORPS
TO LOBBY AND DISPLAY
ADULT EDUCATION H.Q.
SNACK LOUNGE
COMMUNITY RESOURSES COORD. OFF.
ADULT BASIC EDUCATION OFFICES AND CLASSROOMS

Why People Buy Stocks

EIGHBORHOOD
OUTH CORPS

MMUNITY
SOURSES
OORD. OFF.

school district administration headquarters

This section houses the Superintendent of Schools, the remainder of the central staff not mentioned in previous sections, and space for the duplicating office, data processing, conference rooms, the Board of Education meeting room, publications office and a cafeteria.

Attention should be provided to an atmosphere of accessibility for the public, a proper lobby space with displays and school publications available, and a public information center serviced perhaps by the publications office so that the citizens of St. Paul truly feel the schools an existing part of their community. The high level of professional competence in the CCL should make the center exemplary of the proper functioning of a public body.

A. Offices

4 Superintende
20 Professional
10 Business adm
5 Requisitions
30 Clerical (ex
and busir
3 Secretarial
800 sq. f
5 Storage room
600 sq. f

B. Duplicating Roo

C. Publications Of

D. Data Processing

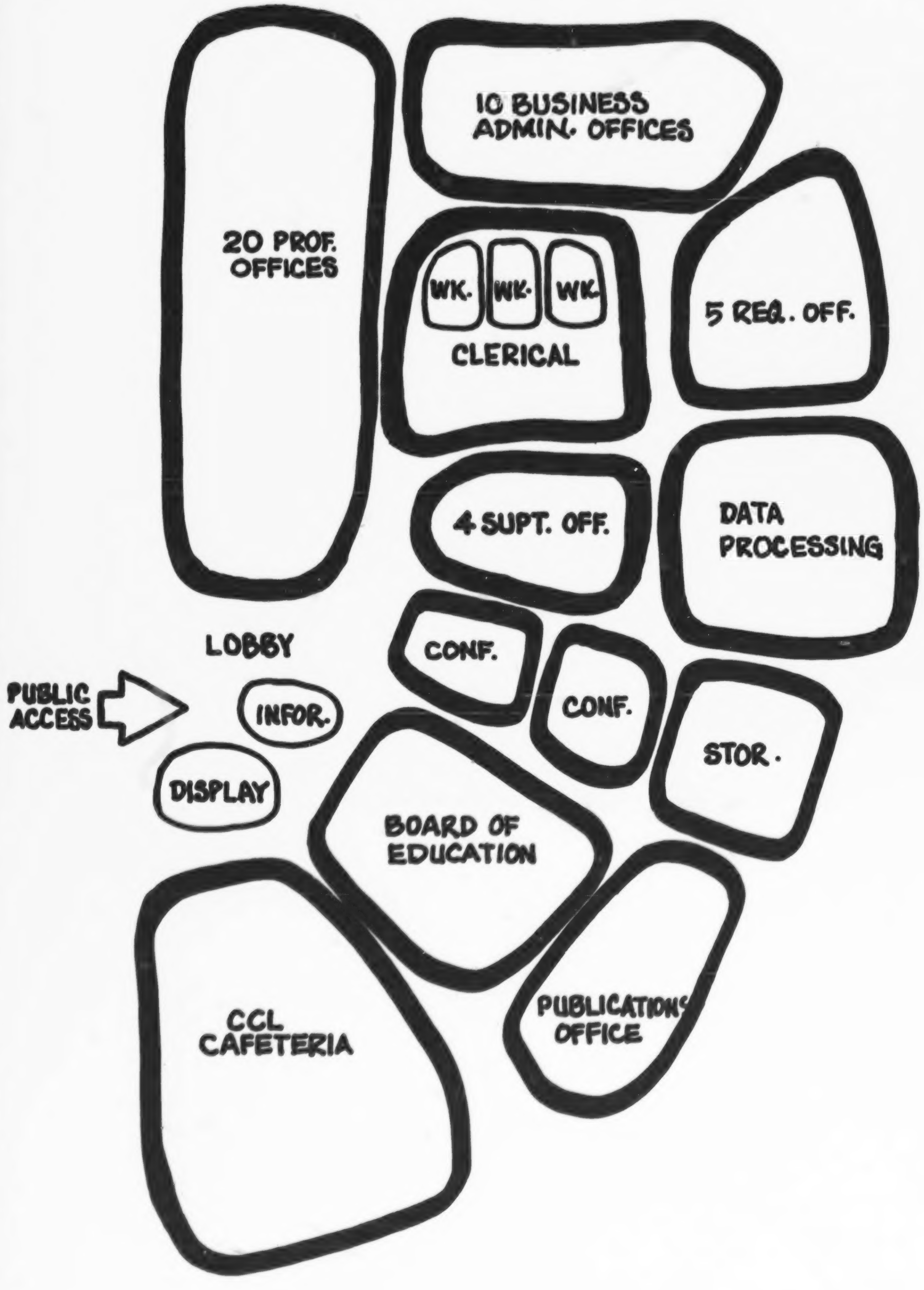
E. Conference Room
(divisible 1,

F. Cafeteria for C

G. Board of Educat
seating 100

TOTAL - School Dist
Headquarters

A. Offices			
4 Superintendents	800 sq. ft.		
20 Professionals	2,000 sq. ft.		
10 Business administration	1,000 sq. ft.		
5 Requisitions	500 sq. ft.		
30 Clerical (except requisition and business admin.)	3,000 sq. ft.		
3 Secretarial workrooms 800 sq. ft. @	2,400 sq. ft.		
5 Storage rooms 600 sq. ft. @	3,000 sq. ft.		
		12,700 sq. ft.	
B. Duplicating Room		2,300 sq. ft.	
C. Publications Office		1,500 sq. ft.	
D. Data Processing		4,000 sq. ft.	
E. Conference Rooms -2- (divisible 1,500 sq. ft. @)		3,000 sq. ft.	
F. Cafeteria for CCL		4,500 sq. ft.	
G. Board of Education Room - seating 100		3,300 sq. ft.	
TOTAL - School District Administration Headquarters			31,300 sq. ft.


20 PROF. OFFICES
10 BUSINESS ADMIN. OFFICES
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4 SUPT. OFF.
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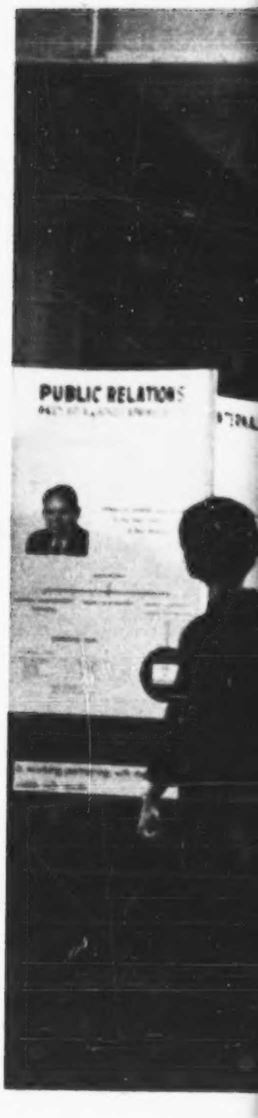
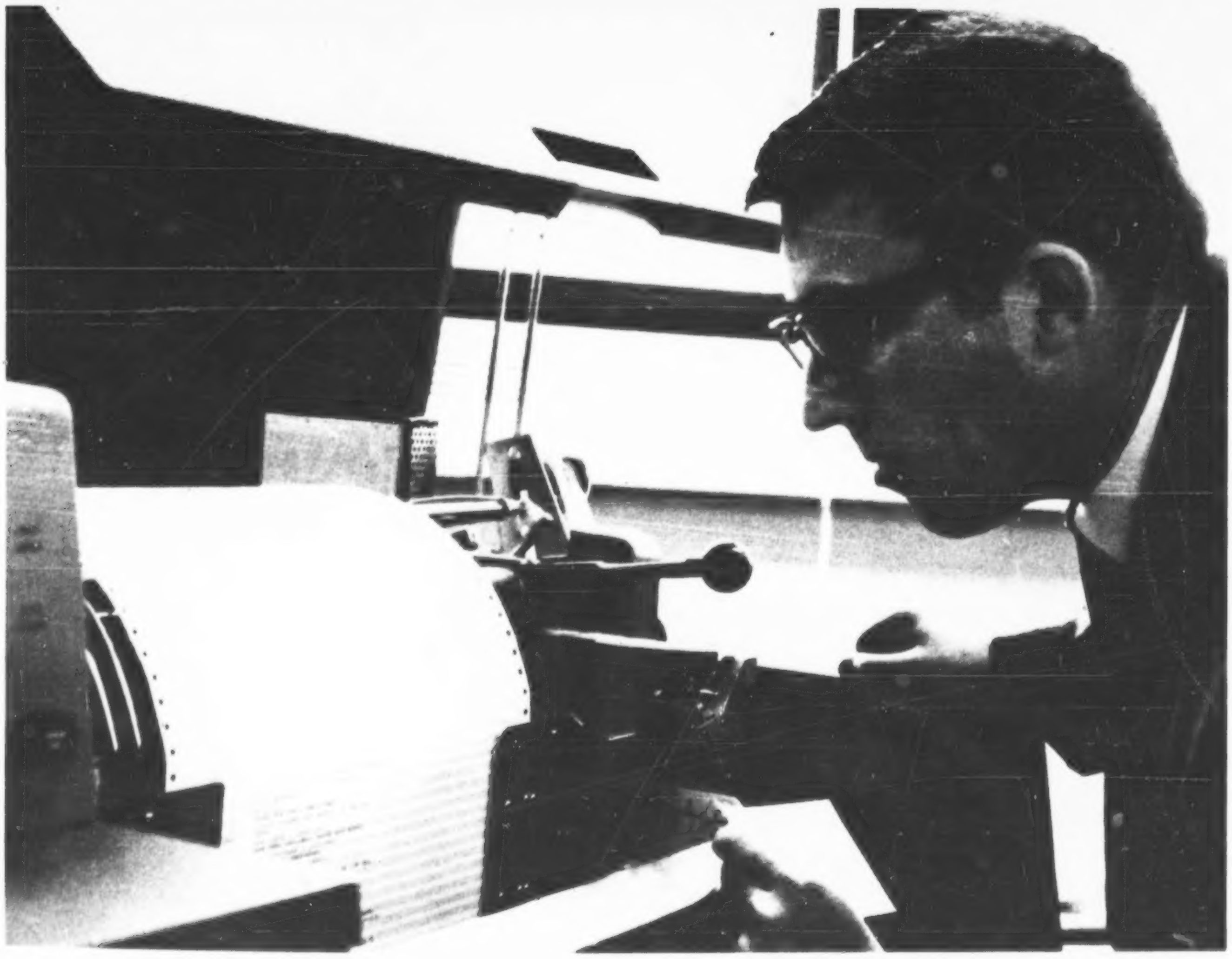
PUBLICATIONS OFFICE


PUBLIC RELATIONS

ST. P…L PUBLIC SCHOOLS
PUBLIC RELATIONS



city center schools

It is recommended that schools for children in grades kindergarten (or below) through grade twelve be included at the City Center for Learning. The total number of students in all grades could be about 2,000 students.

This figure is subject to site limitations and other factors. The students might be allocated as 1,800 students in full time enrollment with 200 students on a "tourist" basis. The tourist students would come in from Consolidated Community Schools or non-public schools and take special courses, attend a lecture or use resources of the downtown area.

The 2,000 number is a minimum in order to provide for a complete program of studies and may include a heavier assortment of secondary school students, for example, 75 per cent secondary and 25 percent elementary students.

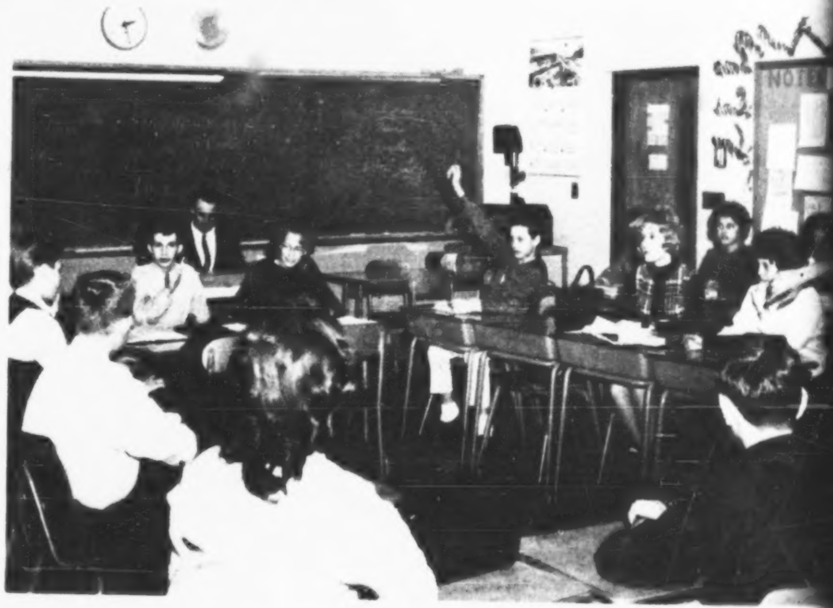
There are several reasons for including students at the City Center for Learning. Many of the curriculum and staff development specialists of the City Center for Learning need to be in close, almost daily contact with students. In fact, some of central office staff would want to teach part of the day, perhaps during a part of the year, in order to maintain their skills and relationships with children, Far too commonly, a kind of isolation or remoteness of view exists between central office personnel and teachers out where "the action is".

Another reason for a school at the City Center for Learning is that various specialists need opportunities immediately at hand to try out ideas. Each of the Consolidated Schools will try out new ideas and practices but occasionally a central office staff person may wish to keep immediate daily tabs on a new development or take a hand himself in developing a new practice.

Students at the City Center for Learning provide observation opportunities for staff workshops and meetings. Their use in demonstration classes, micro-teaching or for student reactions concerning certain practices will be valuable.

Organization of the City Center for Learn
schools will probably be along the lines
conventional school practices in the distr
or similar to the CCS's, hence further
scription is omitted here.

Another series of reasons for a school at
City Center for Learning lies in the
sources of the downtown area. Maximum
should be made of these resources. Provi
ing a school at the City Center for Learni
will encourage and help all teachers throug
out the district learn how to make better
of these resources. The learning potenti
of city-wide resources can be boldly exploi
ed by the students themselves at the Ci
Center for Learning.



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will probably be along the lines of
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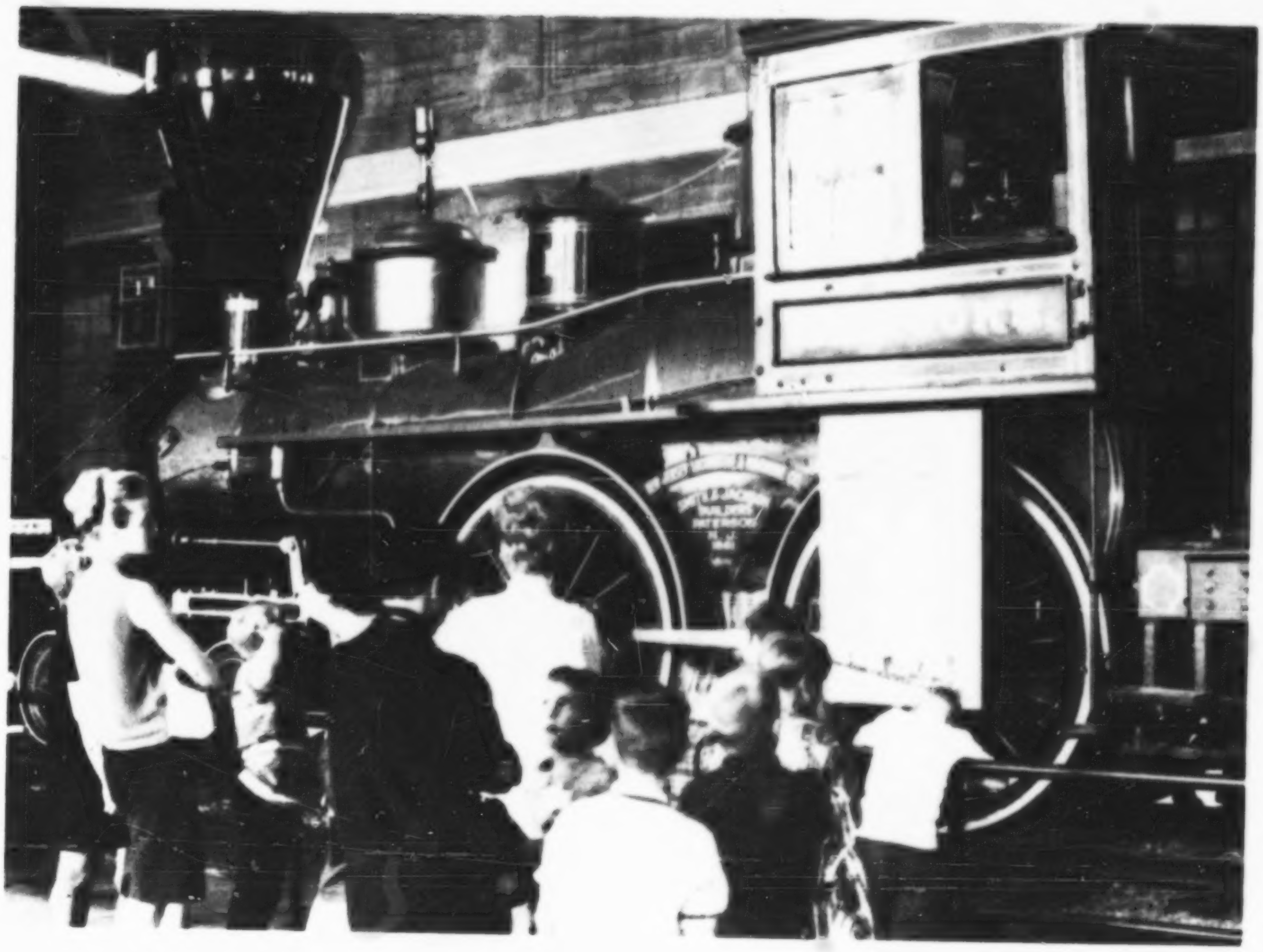

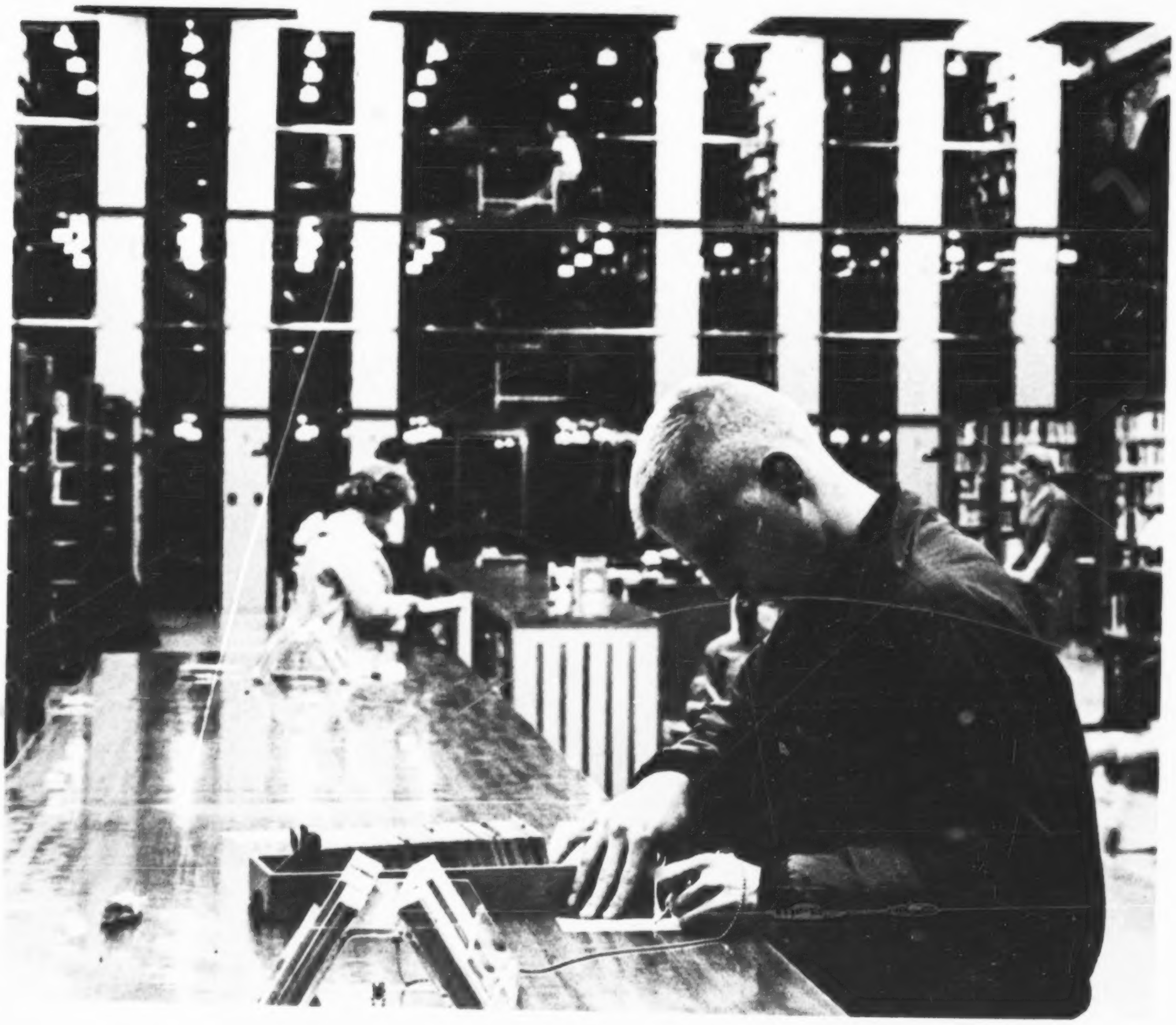

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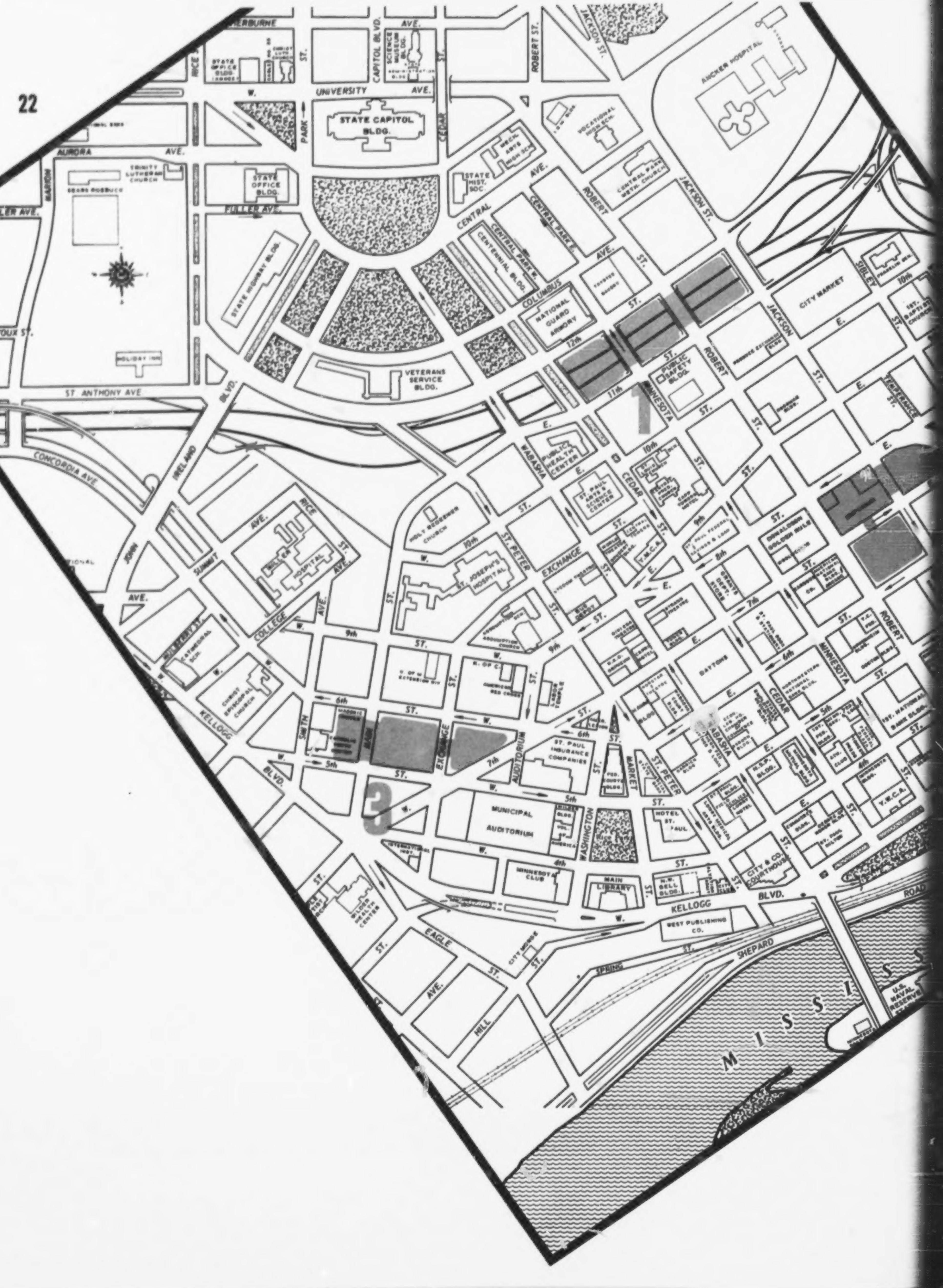
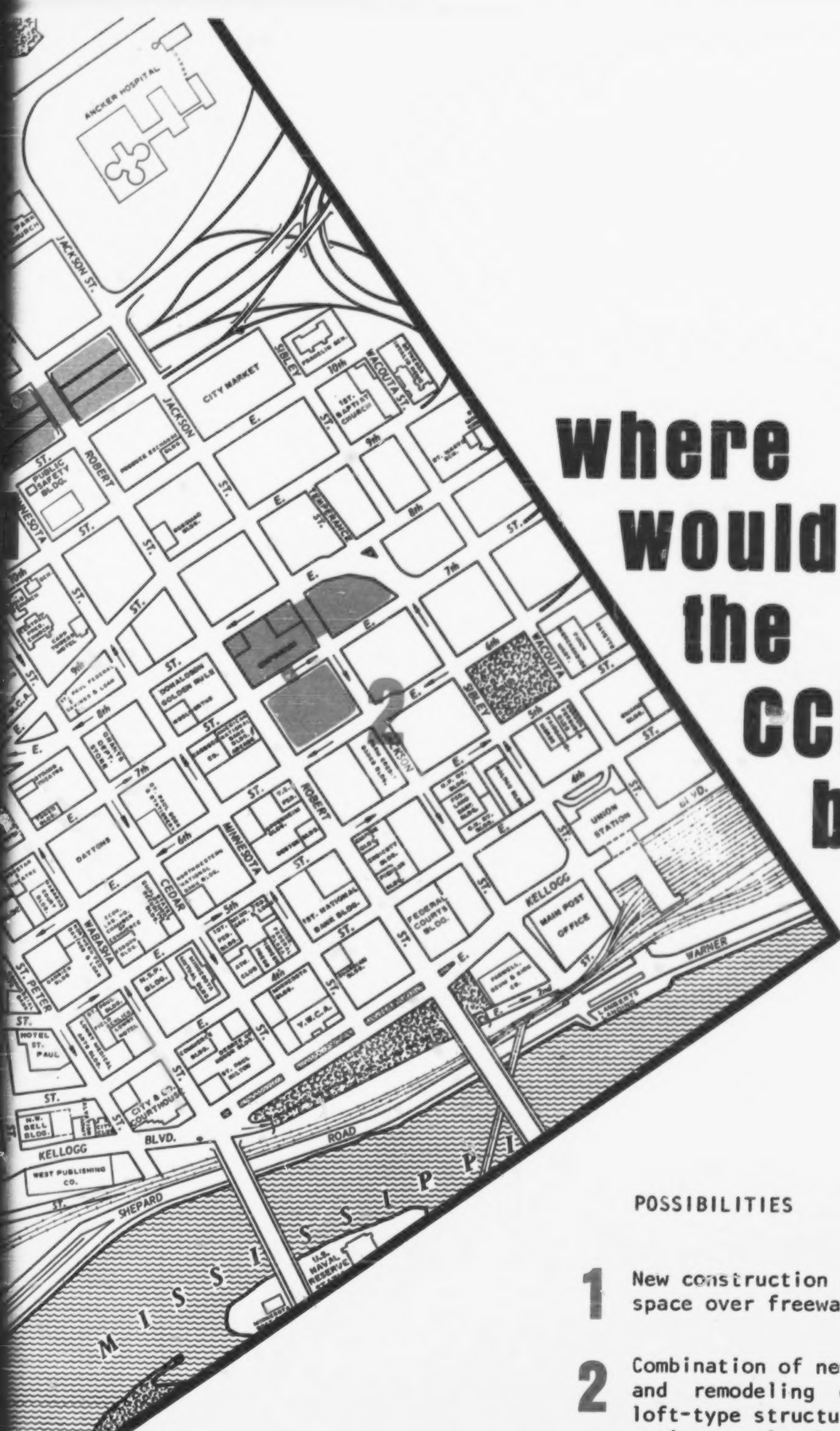
* Cost estim

CCL totals

I. District Headquarters and Support Services		
A. Curriculum and Teacher Component	35,200 sq. ft.	
B. Educational Resources Component	34,400 sq. ft.	
C. Student Development Component	66.200 sq. ft.	
D. Community Services Component	21,900 sq. ft.	
E. School District Headquarters	31,300 sq. ft.	
	189,000 sq. ft.	
Plus 33-1/3 for halls, maintenance, etc. (at $25.00 per sq. ft.)	63,000 sq. ft.	
	252,000 sq. ft.	$6,300,000
II. City Center for Learning schools 2,000 students at 150 sq. ft. @ ($25,00 per sq. ft.)	300,000 sq. ft.	$7,500,000
III. Parking Structure		
300 spaces for central staff		
100 teachers in City Center for Learning school		
100 visitors and staff project personnel		
100 students		
600 automobiles (360 sq. ft. each) @ $1800.00 per auto	216,000 sq. ft.	$1,080,000
City Center for Learning Totals	768,000 sq. ft.	$14,880,000*

* Cost estimates do not include site.


SHERBURNE
AVE.
RICE ST.
STATE OFFICE BLDG.
CAPITOL BLVD.
SCIENCE MUSEUM BLDG.
ROBERT ST.
JACKSON ST.
ANCKER HOSPITAL
UNIVERSITY AVE.
STATE CAPITOL BLDG.
PARK
CEDAR
VOCATIONAL HIGH SCH.
MECH. ARTS HIGH SCH.
AURORA AVE.
TRINITY LUTHERAN CHURCH
SEARS ROEBUCK
STATE OFFICE BLDG.
STATE HIST. SOC.
CENTRAL PARK METH. CHURCH
FULLER AVE.
CENTRAL AVE.
CENTRAL PARK W.
CENTRAL PARK E.
CENTENNIAL BLDG.
STATE HIGHWAY BLDG.
COLUMBUS AVE.
NATIONAL GUARD ARMORY
CITY MARKET
SIBLEY
FRANKLIN
10th
1ST. BAPTIST CHURCH
12th ST.
11th ST.
PUBLIC SAFETY BLDG.
MINNESOTA
HOLIDAY INN
VETERANS SERVICE BLDG.
ST. ANTHONY AVE
BLVD.
1
E.
WABASHA
PUBLIC HEALTH CENTER
10th ST.
CEDAR
ST. PAUL ARTS & SCIENCE CENTER
CONCORDIA AVE
IRELAND
JOHN
RICE
SUMMIT AVE.
MILLER HOSPITAL
HOLY REDEEMER CHURCH
ST. PETER
EXCHANGE
ST. JOSEPH'S HOSPITAL
Y.M.C.A.
9th
8th
7th
6th
5th
4th
DONALDSON GOLDEN RULE
ROBERT
COLLEGE AVE.
CATHEDRAL SCH.
CHRIST EPISCOPAL CHURCH
KELLOGG
ASSUMPTION CHURCH
9th ST.
U. OF M. EXTENSION DIV.
AMERICAN RED CROSS
DAYTONS
MINNESOTA
NORTHWESTERN NATIONAL BANK BLDG.
1ST. NATIONAL BANK BLDG.
SMITH
MAIN
EXCHANGE
AUDITORIUM
ST. PAUL INSURANCE COMPANIES
MARKET
ST. PETER
WABASHA
CEDAR
3
BLVD.
W. 5th ST.
MUNICIPAL AUDITORIUM
WASHINGTON
FED. COURTS BLDG.
HOTEL ST. PAUL
Y.W.C.A.
MINNESOTA CLUB
MAIN LIBRARY
N.W. BELL BLDG.
CITY & CO. COURTHOUSE
KELLOGG BLVD.
WEST PUBLISHING CO.
ROAD
WILDER HEALTH CENTER
EAGLE ST.
AVE.
HILL
CITY HOUSE
SPRING
SHEPARD
U.S. NAVAL RESERVE
M I S S I S S


ANCKER HOSPITAL
JACKSON ST.
CITY MARKET
SIBLEY
WACOUTA ST.
10th
1ST. BAPTIST CHURCH
9th
8th
7th
6th
5th
4th
2nd
E.
ST.
JACKSON
ROBERT
PUBLIC SAFETY BLDG.
MINNESOTA
TEMPERANCE
2
DONALDSON GOLDEN RULE
WOOLWORTH
DAYTONS
CEDAR
WABASHA
ST. PETER
HOTEL ST. PAUL
N.W. BELL BLDG.
CITY & CO. COURTHOUSE
KELLOGG
BLVD.
WEST PUBLISHING CO.
SHEPARD
ROAD
1ST. NATIONAL BANK BLDG.
FEDERAL COURTS BLDG.
UNION STATION
MAIN POST OFFICE
WARNER
Y.W.C.A.
U.S. NAVAL RESERVE
M I S S I S S I P P I

Where would the CCL be located?

POSSIBILITIES

1. New construction utilizing air-space over freeway 94.
2. Combination of new construction and remodeling of an existing loft-type structure at this location or elsewhere.
3. New construction near the proposed Civic Center.

The idea of a downtown location for the City Center for Learning may seem strange at first but a number of reasons make this a feasible and sensible site.

The City Center for Learning will relate to the entire city and can be used by all students, teachers, and citizens. In a sense it belongs to the entire city. A downtown location will put it on "neutral turf" rather than being associated or attached to any particular neighborhood.

The downtown location is central to all points in the city because of freeways and public transportation. It would be easily accessible for staff members attending meetings or using other facilities of the City Center for Learning schools. "Tourist" students using facilities of the City Center for Learning would find the downtown location central and best served by public transit.

An important consideration is the close association with city, state, and federal governmental departments, and the numerous social, health, welfare, and recreational agencies that are located principally in the downtown area. Actual physical contact isn't essential, but it would help promote coordinated effort and cooperative planning. Those cities who have located their central headquarters with less regard to convenience have lived to regret this decision, because distance factors have discouraged full staff participation in the activities of the headquarters unit.

......DOWNTOWN...where the ACT

The resources of the downtown area represent a rich repository of learning experiences that are largely untapped at present. The Arts and Science Center could be used by science, art, and dramatic groups for visitation and other purposes. The central library and the Hill Reference Library have large collections useful to any school. Courtrooms and numerous governmental departments would be helpful to social studies, home economics and other classes. Business and commercial activities could be a source of study for field trips, occupational exploration and interviews.

It is apparent that tomorrow's teac
make far more extensive use of the c
The community needs to be an extensi
classroom. For far too long we h
walls around schools and isolated
from activities in the community and
study of problems and situations
will encounter. The City Center for
would be a base of operations for
the most vibrant and vital area of t
downtown.

One question about the downtown
concerns traffic. Urban planners in
have analyzed this and say traffic c
would not be a problem at all. The
generate traffic during the whole
evening and not much during rush hou

Some might question whether an ed
facility would be welcome by commer
business interests of the downtown a
downtown area is undergoing extensi
alization, and a new spirit pervades
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central headquarters for the school
would be welcome and add life and
the downtown area both during th
during the evening when the school
for community and adult use.

The City Center for Learning is
tution that would be unique in th
States and would attract many visitor
Paul. It could be the focus of a
important conventions that are held
in education. Hence, not only will
be known for its attractive, re
downtown and upper level all-weat
course, but also for its major leag
tional facilities and programs at th

The precise location of the City C
Learning can be a subject of furt
when the time comes. Several loca
suggested on the next few pages and
in some detail as suggestive of what
done.

The use of airspace is now a new id
receiving considerable attention no
freeways slice through urban areas.

apparent that tomorrow's teachers must far more extensive use of the community. ommunity needs to be an extension of the room. For far too long we have built around schools and isolated students activities in the community and a proper of problems and situations that they encounter. The City Center for Learning d be a base of operations for exploring ost vibrant and vital area of the city - own.

question about the downtown location erns traffic. Urban planners in St. Paul analyzed this and say traffic congestion d not be a problem at all. The CCL would rate traffic during the whole day and ing and not much during rush hours.

might question whether an educational lity would be welcome by commercial and ness interests of the downtown area. The town area is undergoing extensive revit- ation, and a new spirit pervades it. Ad- onal activities of as high a caliber as a ral headquarters for the school district d be welcome and add life and spirit to downtown area both during the day and ng the evening when the school is open

re the ACTION is!

community and adult use.

City Center for Learning is an insti- on that would be unique in the United es and would attract many visitors to St. . It could be the focus of a number of rtant conventions that are held annually ducation. Hence, not only will St. Paul known for its attractive, revitalized town and upper level all-weather con- se, but also for its major league educa- al facilities and programs at the CCL.

precise location of the City Center for ning can be a subject of further study the time comes. Several locations are ested on the next few pages and outlined ome detail as suggestive of what might be .

use of airspace is now a new idea but is iving considerable attention nowadays as ways slice through urban areas. It represents an attempt to regain lost land to preserve valuable taxable property. The use of an older building for many kinds of activities has numerous precedents nation-wide. These two ideas, the use of airspace and the reclamation of a sound existing building, are illustrated on the following pages.

DEAN MARTIN
NO BUS STOP

alternate 1

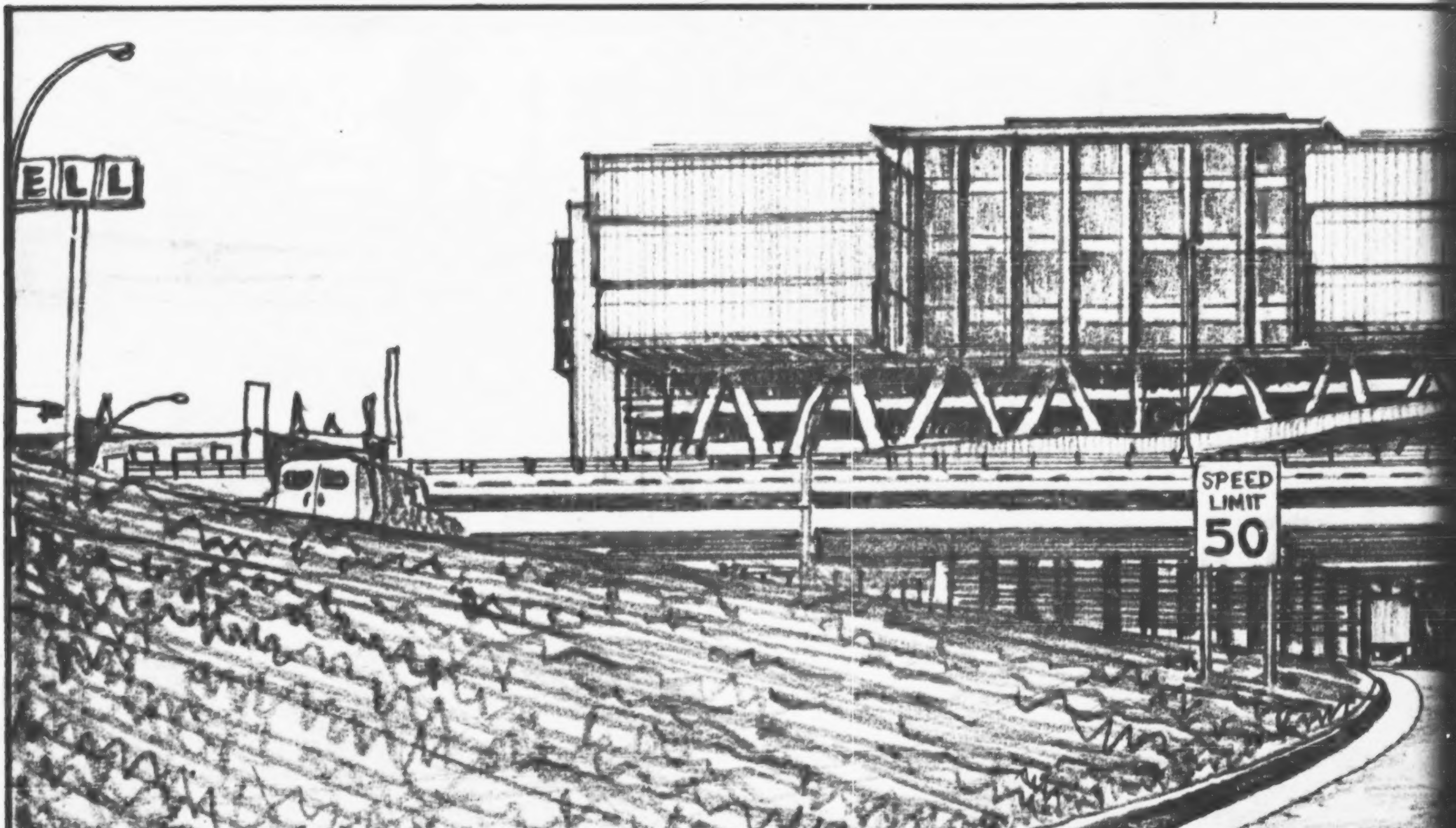
utilize freeway air rights between Cedar and Jackson Streets

Freeways cut enormous swathes through th city and take tax property off the rolls. number of cities in the United States ha built structures over highways and railyard to take advantage of this space, and quite number are considering doing more in this direction. Minneapolis, for example, is havin an engineering study done concerning the construction of an elementary school over freeway 35-W, near the University of Minnesota A hospital parking ramp structure is planne in St. Paul over a freeway.

The space is available and if feasible, could be used. Such a structure would serve to meld areas cut apart by the freeway, and i a visually stimulating structure for the city and drivers on the road beneath it.

Recent federal regulations permit the building of a platform over a freeway for the construction of public facilities and provide some funds. The blocks selected are level and straight and do not interfere with a view of the Capital approach.

Federal regulations require that tunnel conditions with ventilation and light be provid-



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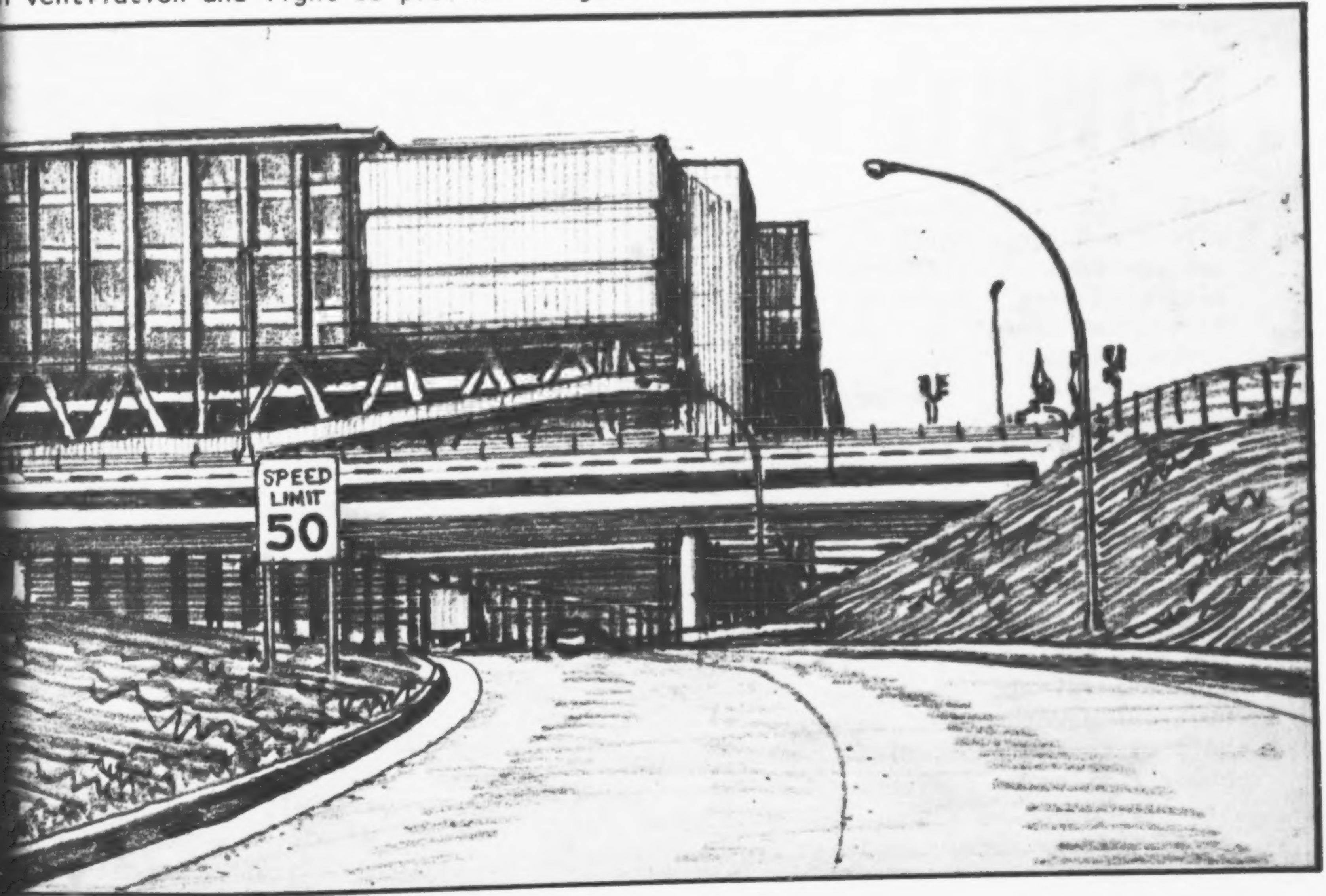
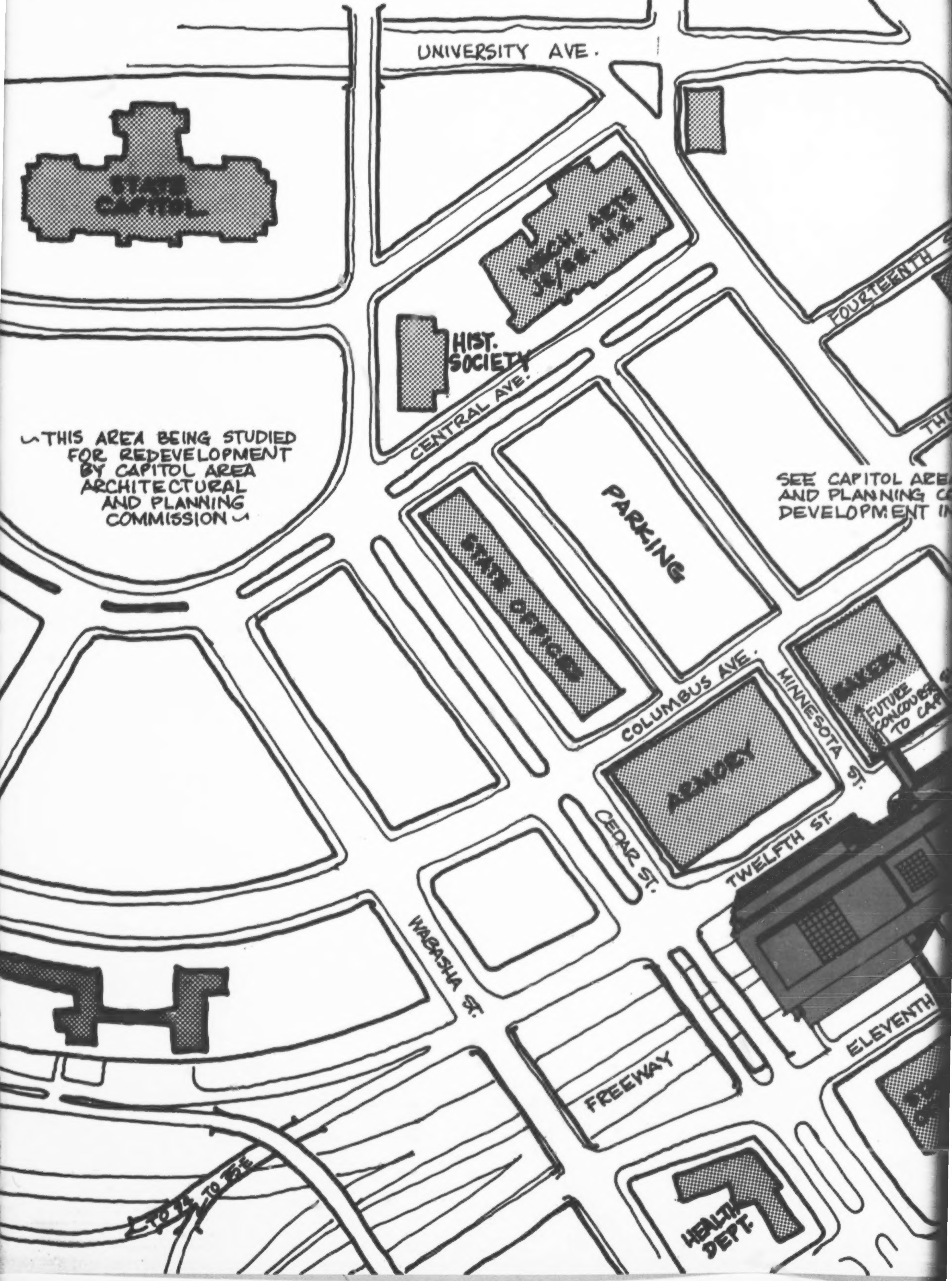
eral regulations permit the build- tform over a freeway for the con- public facilities and provide The blocks selected are level and do not interfere with a view tal approach.

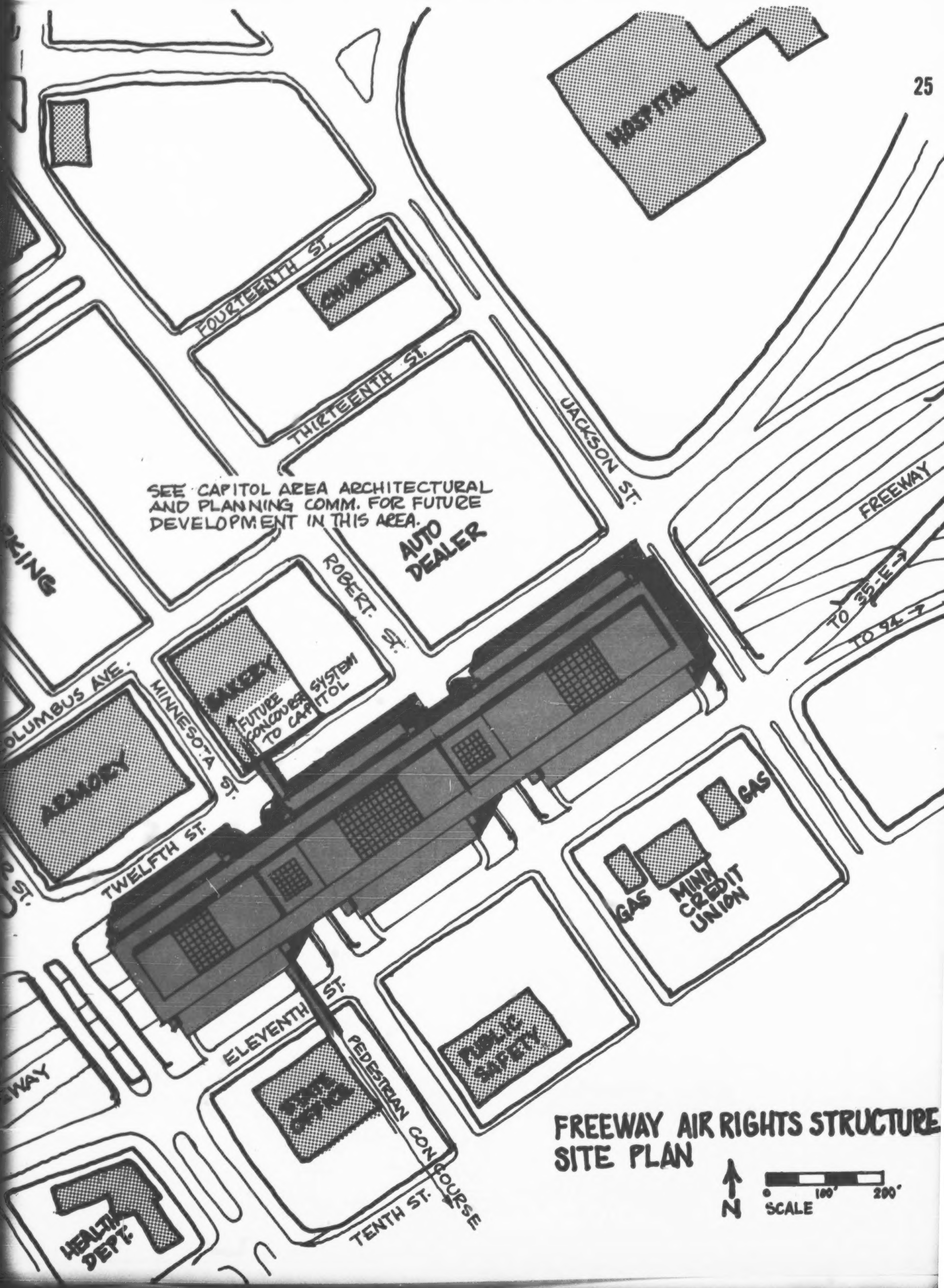
ulations require that tunnel con- h ventilation and light be provided if more than 300 lineal feet are covered at one stretch. This plan avoids these conditions by providing natural light and ventilation at the sides. Several layers of parking provide an insulation barrier to reduce sound and vibration from heavy traffic. Present access ramps to the freeway would make this an unexcelled location for convenience.

Engineering studies indicate that construction over the freeway would cost about one and one half times as much for the basic platform compared with building on adjacent flat ground. Once the basic platform has been built, with federal assistance, construction costs are nearly equivalent. A study by Caudill, Rowlett and Scott indicates that over the long term the cost of building over a freeway is lower than building on adjacent land because of tax factors.

The plans in this section indicate how the estimated amount of space in the City Center for Learning will fit on a multi-level structure over Highway 94 in the downtown area. In addition it may be possible to utilize other adjacent blocks for expansion.




UNIVERSITY AVE.
STATE CAPITOL
MECH. ARTS JR/SR. H.S.
HIST. SOCIETY
CENTRAL AVE.
FOURTEENTH
THI
THIS AREA BEING STUDIED FOR REDEVELOPMENT BY CAPITOL AREA ARCHITECTURAL AND PLANNING COMMISSION
SEE CAPITOL ARE
AND PLANNING C
DEVELOPMENT IN
PARKING
STATE OFFICES
COLUMBUS AVE.
MINNESOTA ST.
BAKERY
FUTURE CONCOURSE TO CAP
ARMORY
CEDAR ST.
TWELFTH ST.
WABASHA ST.
ELEVENTH
FREEWAY
TO 94 TO 35E
HEALTH DEPT.


HOSPITAL
CHURCH
FOURTEENTH ST.
THIRTEENTH ST.
JACKSON ST.
AUTO DEALER
ROBERT ST.
RKING
COLUMBUS AVE.
MINNESOTA ST.
BAKERY
FUTURE CONCOURSE SYSTEM TO CAPITOL
ARMORY
TWELFTH ST.
ELEVENTH ST.
PEDESTRIAN CONCOURSE
STATE OFFICE
PUBLIC SAFETY
GAS
MINN CREDIT UNION
GAS
FREEWAY
TO 35-E
TO 94
TENTH ST.
HEALTH DEPT.
WAY
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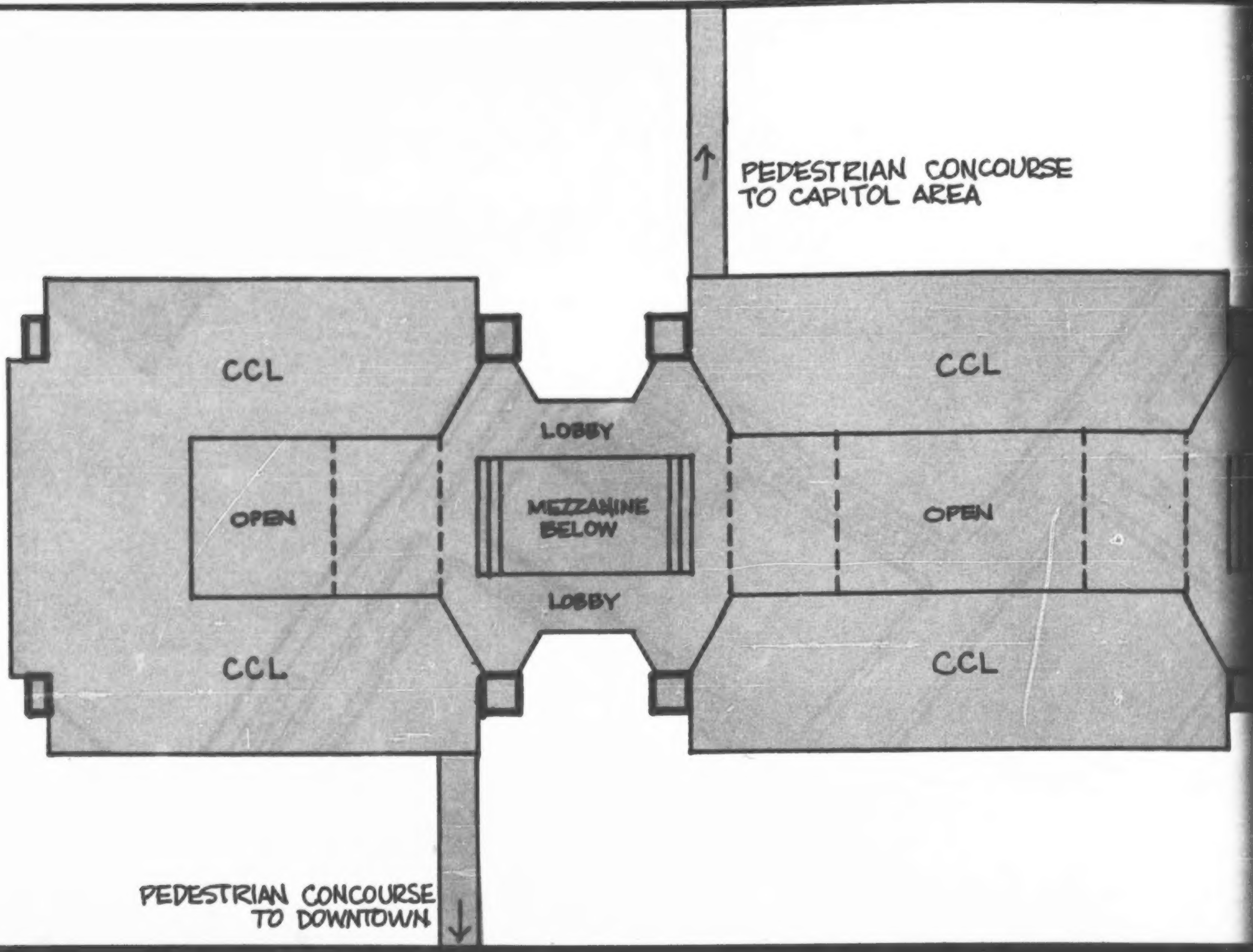
100'
200'
SCALE

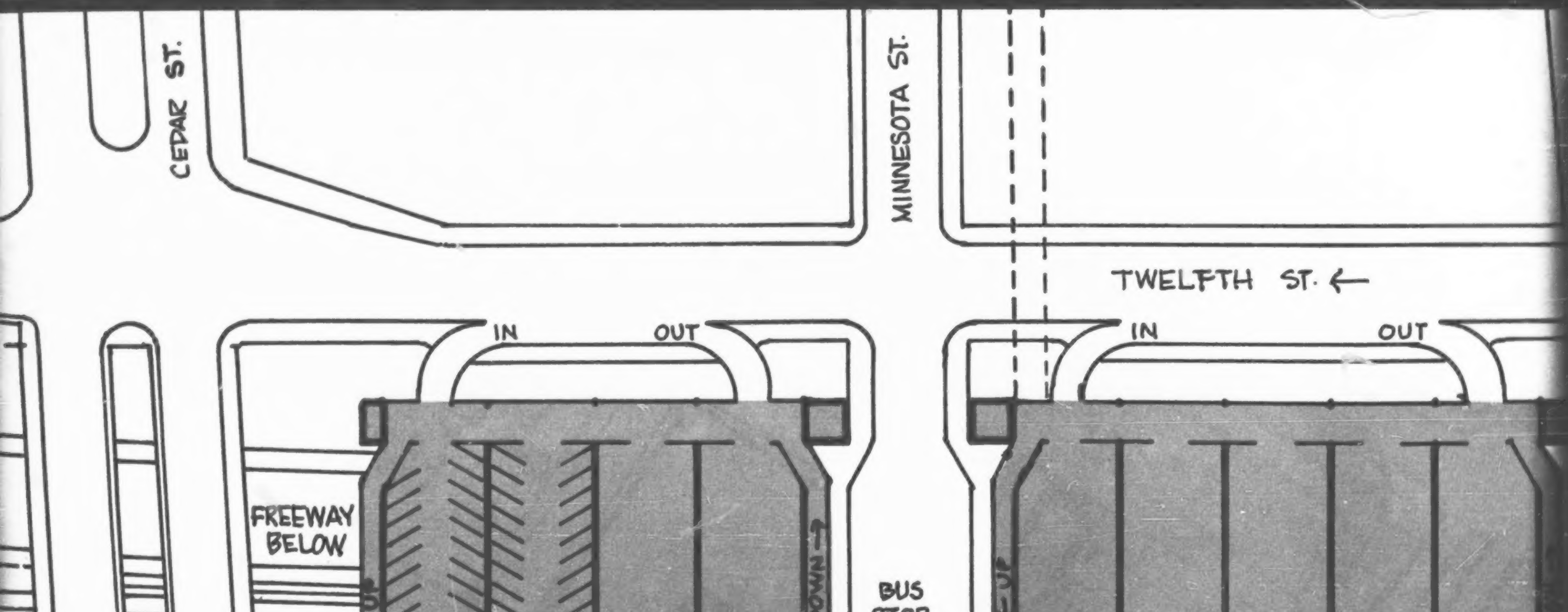
SEE CAPITOL AREA ARCHITECTURAL AND PLANNING COMM. FOR FUTURE DEVELOPMENT IN THIS AREA.

FREEWAY AIR RIGHTS STRUCTURE SITE PLAN

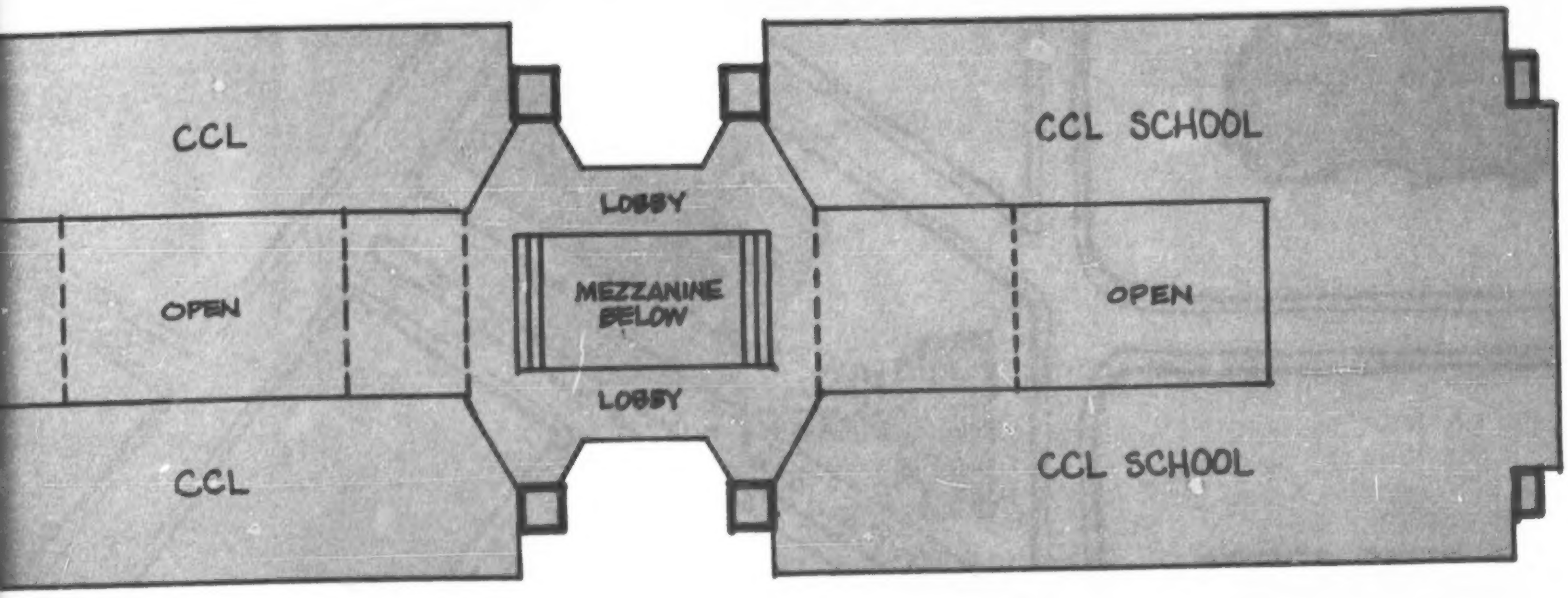

PEDESTRIAN CONCOURSE TO CAPITOL AREA
CCL
CCL
LOBBY
OPEN
MEZZANINE BELOW
OPEN
LOBBY
CCL
CCL
PEDESTRIAN CONCOURSE TO DOWNTOWN

FREEWAY AIRRIGHTS STRUCTURE PLANS

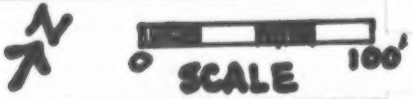
↓ PARKING FIRST 3 LEVELS ↑ CC


CEDAR ST.
MINNESOTA ST.
TWELFTH ST. ←
IN
OUT
IN
OUT
FREEWAY BELOW
UP
DOWN
BUS STOP AREA
UP
OUT
IN
PEDESTRIAN CONCOURSE ABOVE
OUT
IN
ELEVENTH ST. →

ESTRIAN CONCOURSE
CAPITOL AREA


CCL
CCL SCHOOL
LOBBY
OPEN
MEZZANINE BELOW
OPEN
LOBBY
CCL
CCL SCHOOL

NG FIRST 3 LEVELS ↑CCL ACTIVITIES NEXT 3 LEVELS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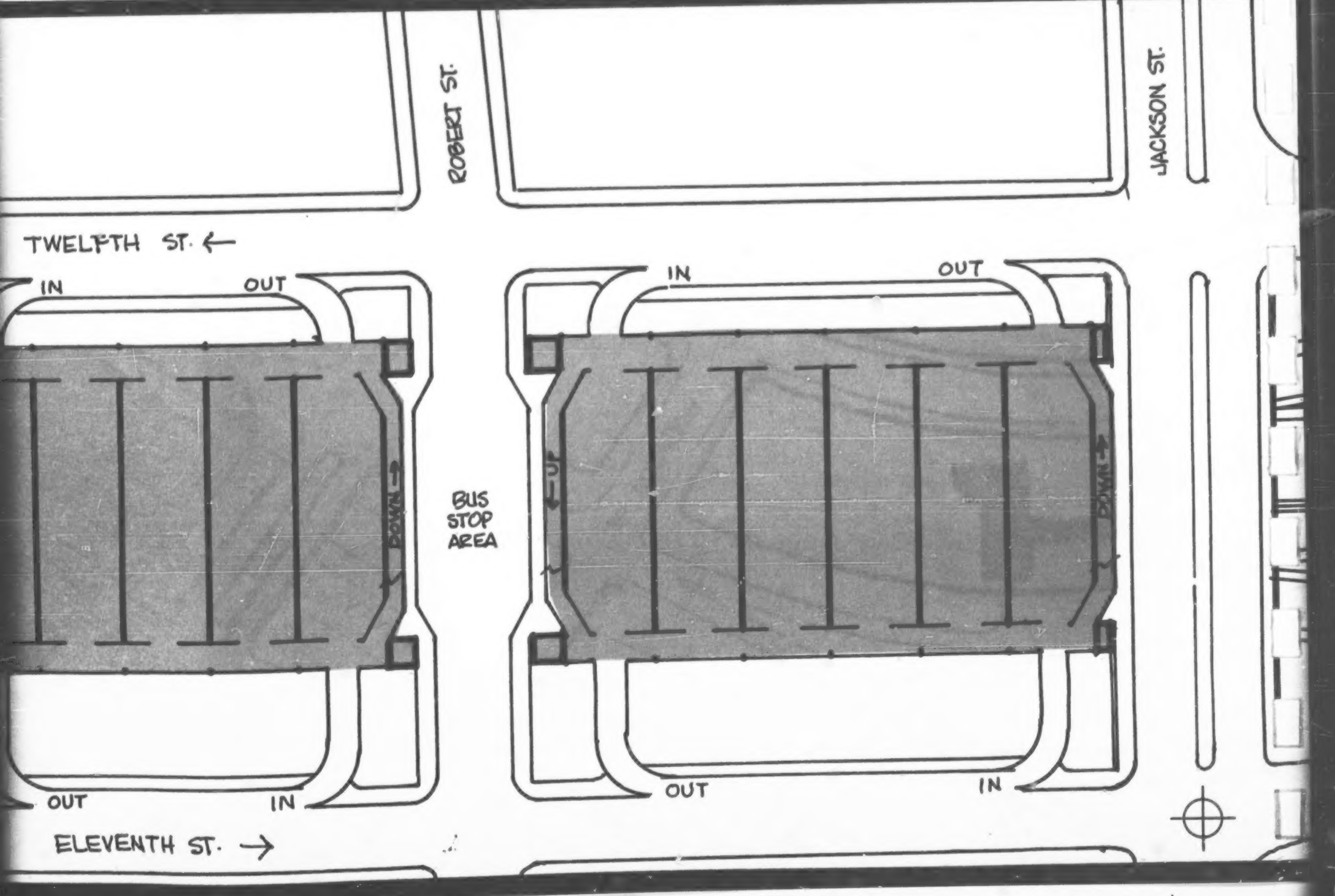
ROBERT ST.
JACKSON ST.
TWELFTH ST. ←
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UP
BUS STOP AREA
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OUT
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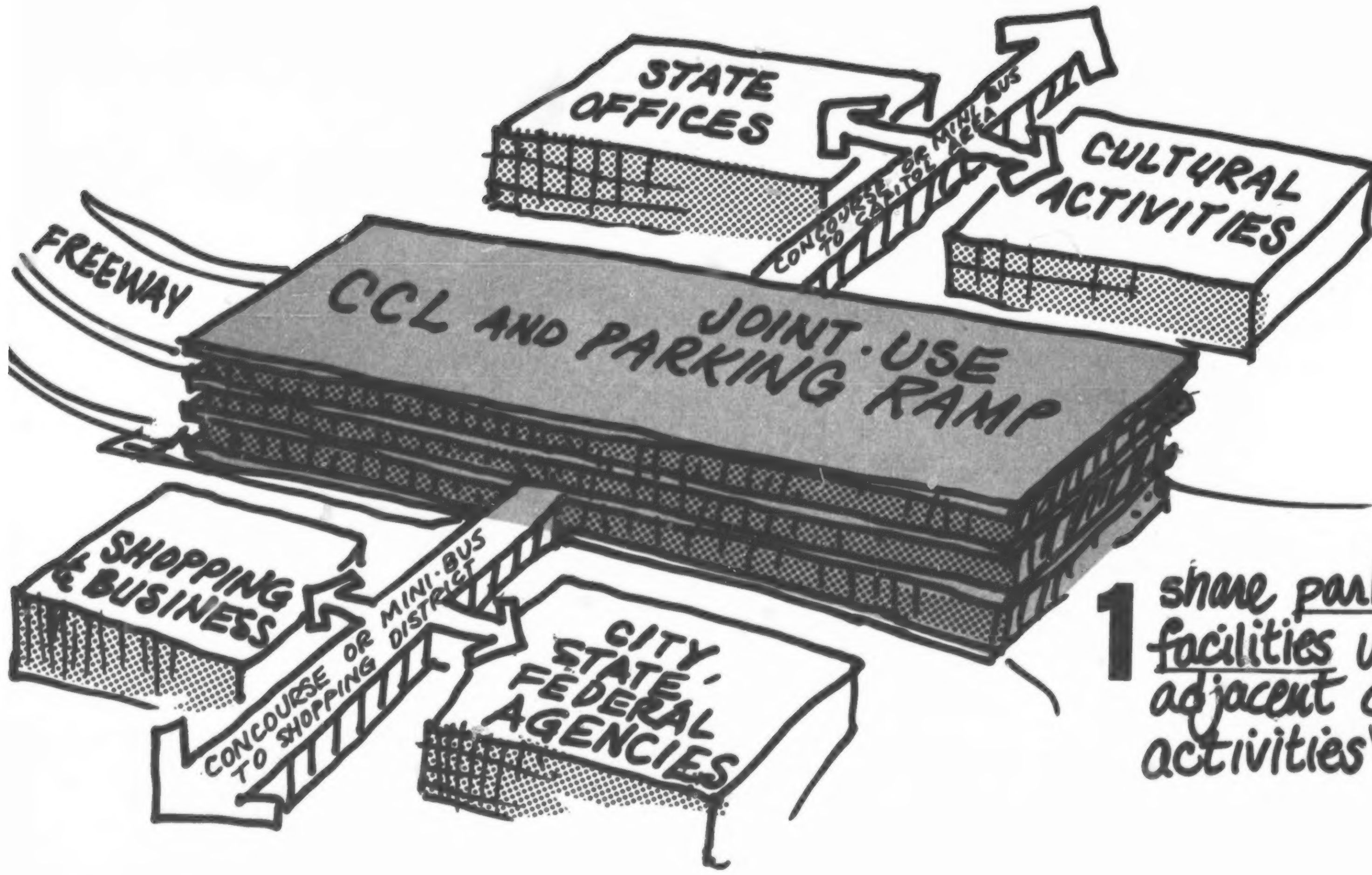
IN
ELEVENTH ST. →

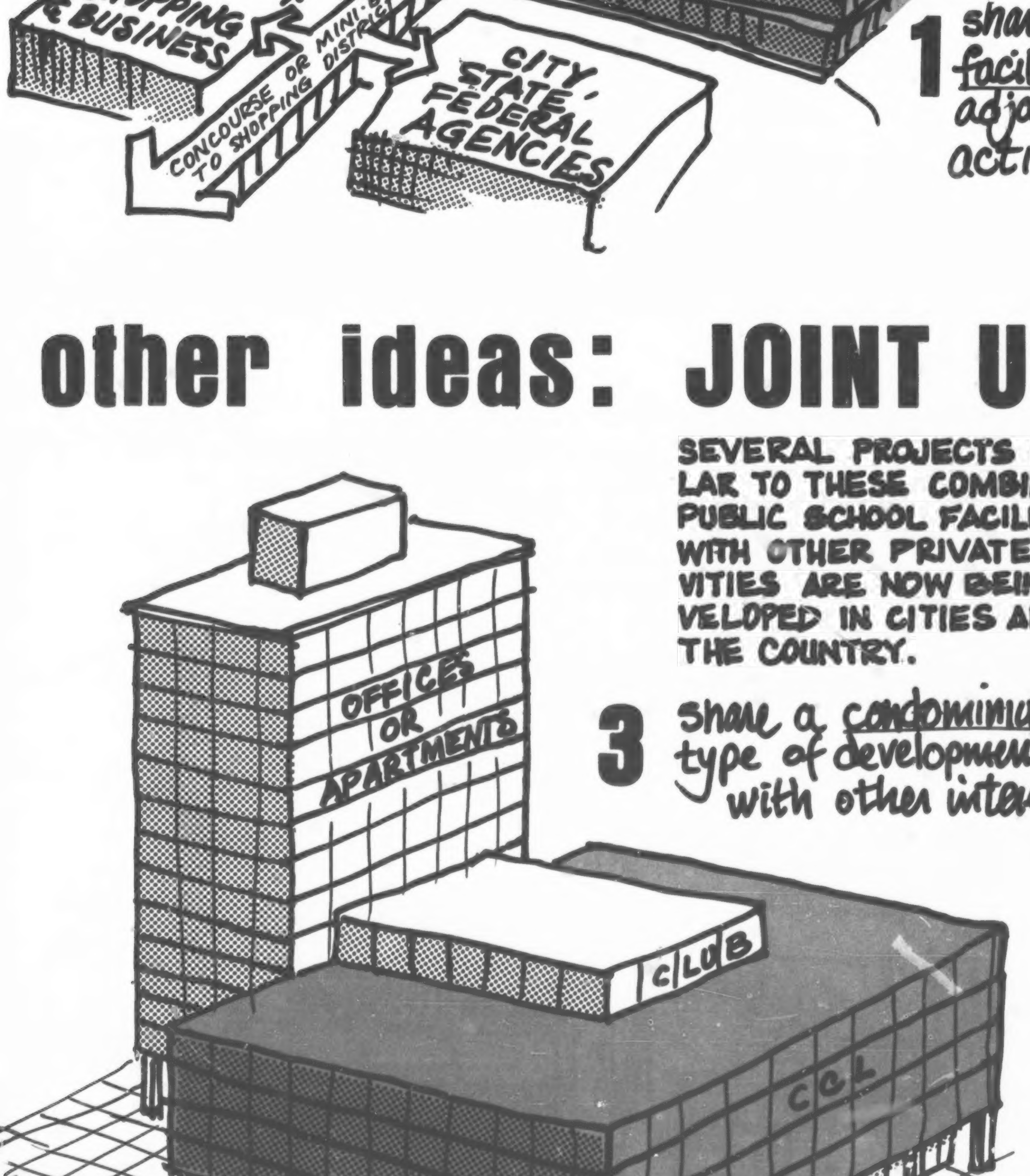

STATE OFFICES
CONCOURSE OR MINI-BUS TO CAPITOL AREA
CULTURAL ACTIVITIES
FREEWAY
JOINT-USE CCL AND PARKING RAMP
SHOPPING & BUSINESS
CONCOURSE OR MINI-BUS TO SHOPPING DISTRICT
CITY, STATE, FEDERAL AGENCIES

1 share parking facilities with adjacent city activities

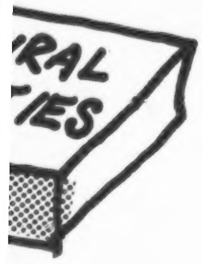
other ideas: JOINT USE

SEVERAL PROJECTS SIMILAR TO THESE COMBINING PUBLIC SCHOOL FACILITIES WITH OTHER PRIVATE ACTIVITIES ARE NOW BEING DEVELOPED IN CITIES AROUND THE COUNTRY.

3 share a condominium type of development with other interests


OFFICES OR APARTMENTS
CLUB
CCL
CONCOURSE
RETAIL

OFF
APART
OF



hare parking
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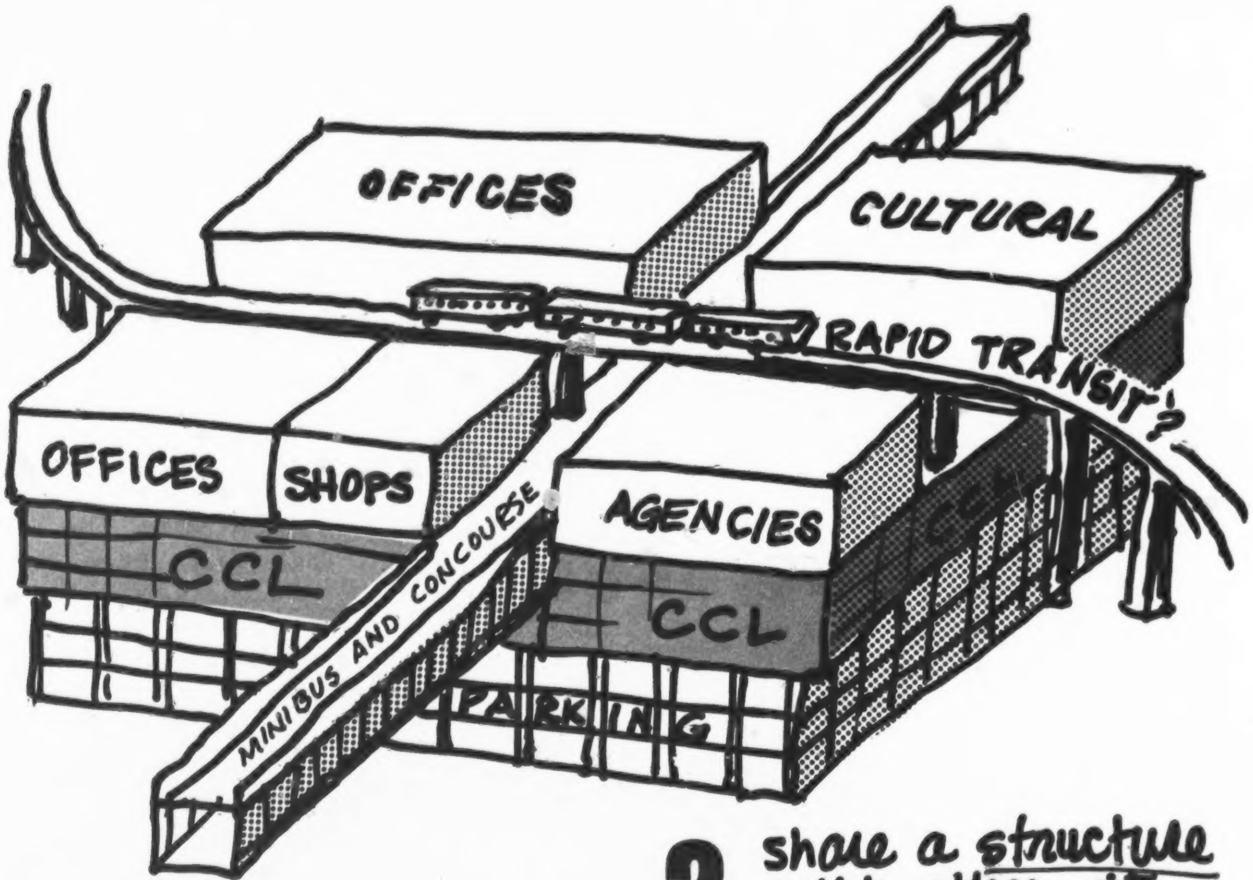
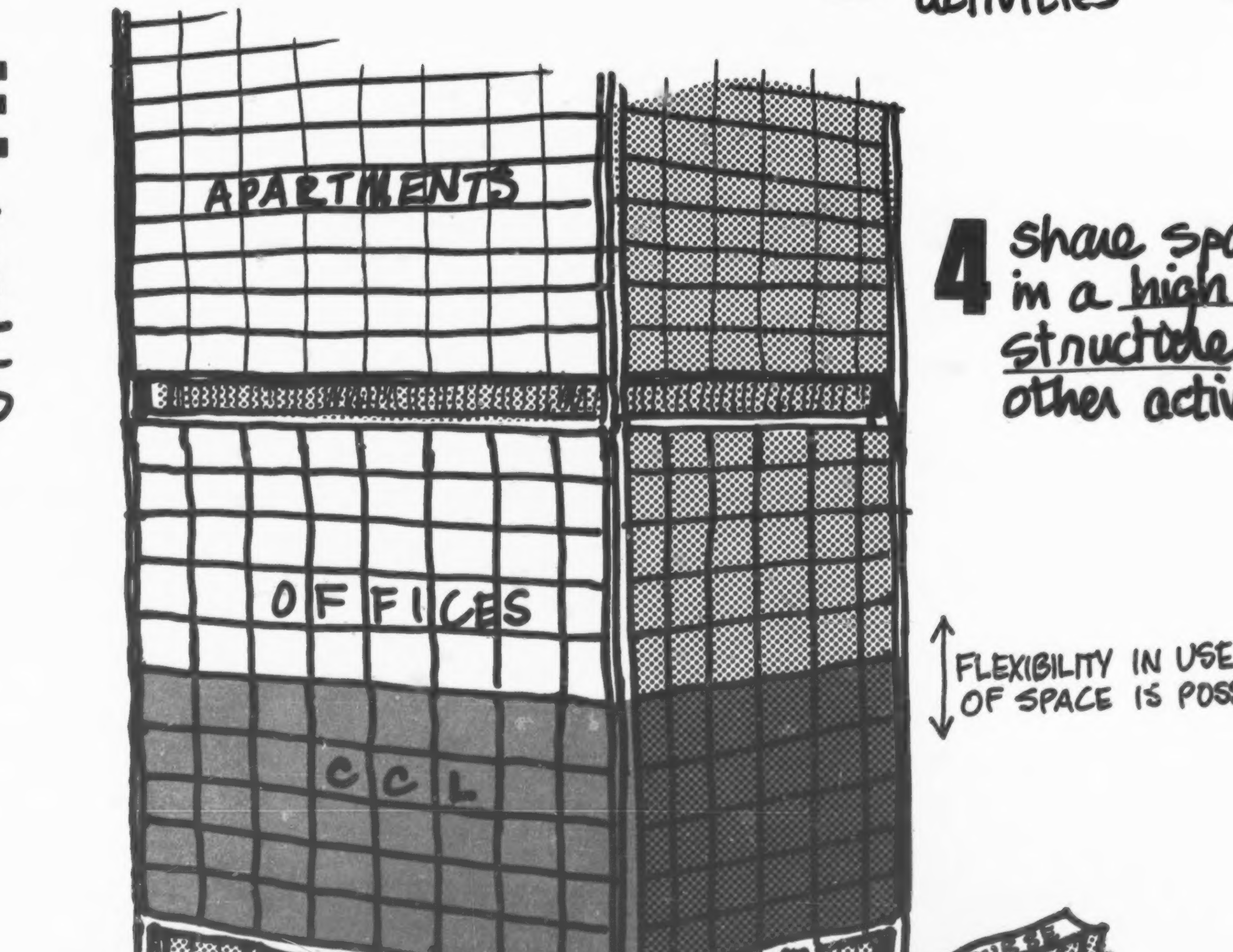
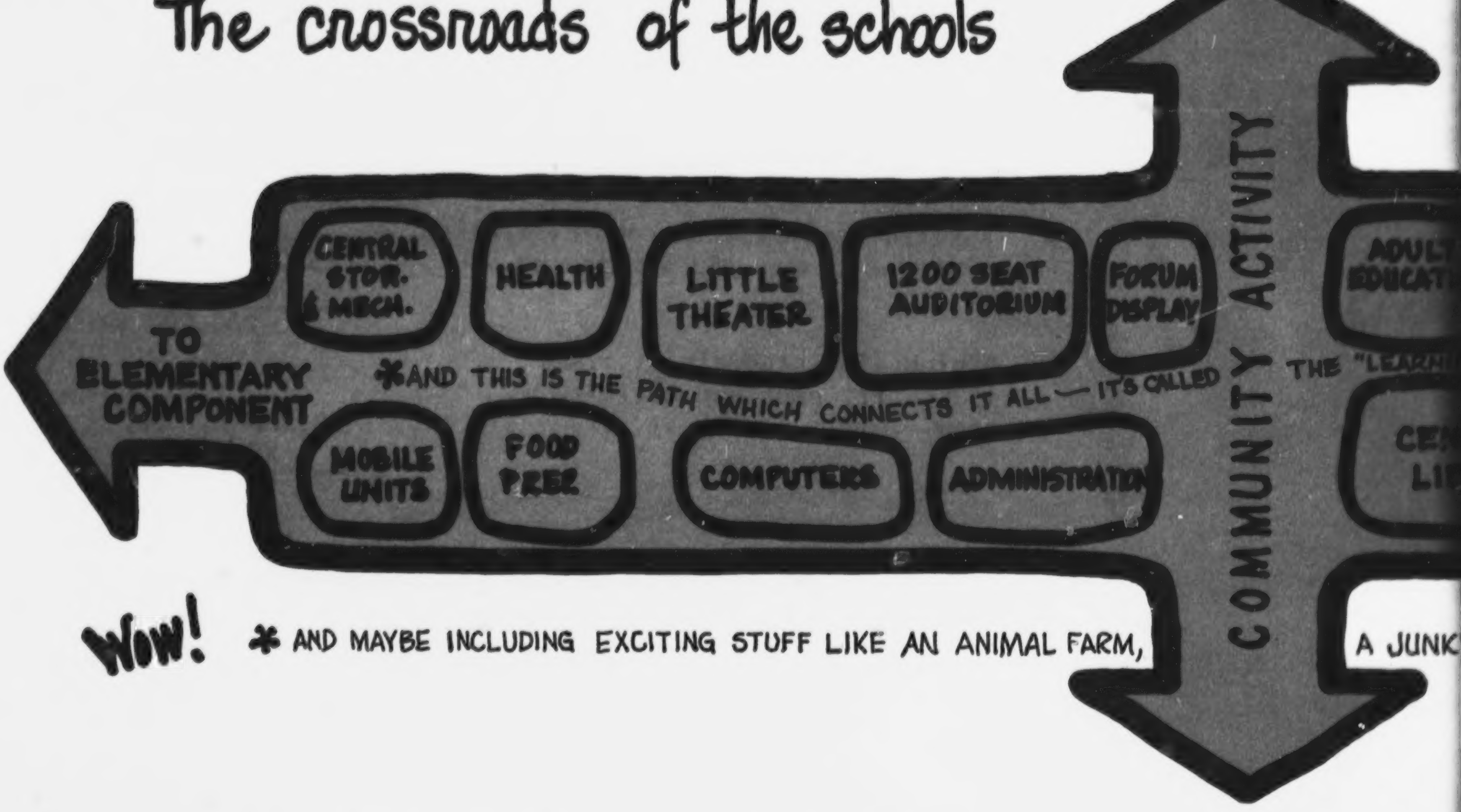

OFFICES
CULTURAL
RAPID TRANSIT?
OFFICES
SHOPS
AGENCIES
CCL
CCL
CCL
MINIBUS AND CONCOURSE
PARKING

2 share a structure with other city activities

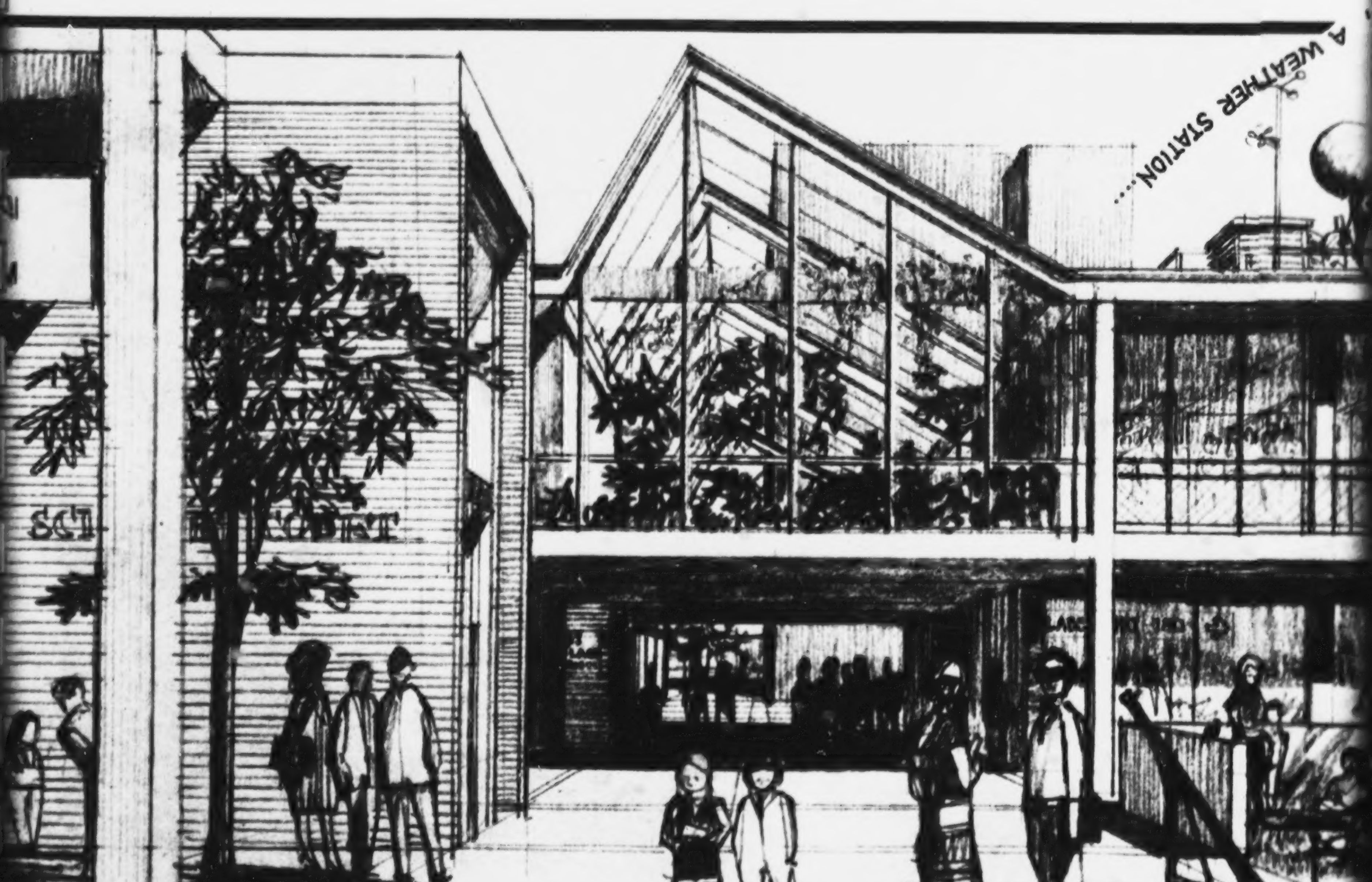

APARTMENTS
OFFICES
CCL
RETAIL
CONCOURSE
FLEXIBILITY IN USE OF SPACE IS POSSIBLE

4 share space in a high rise structure with other activities

The crossroads of the schools

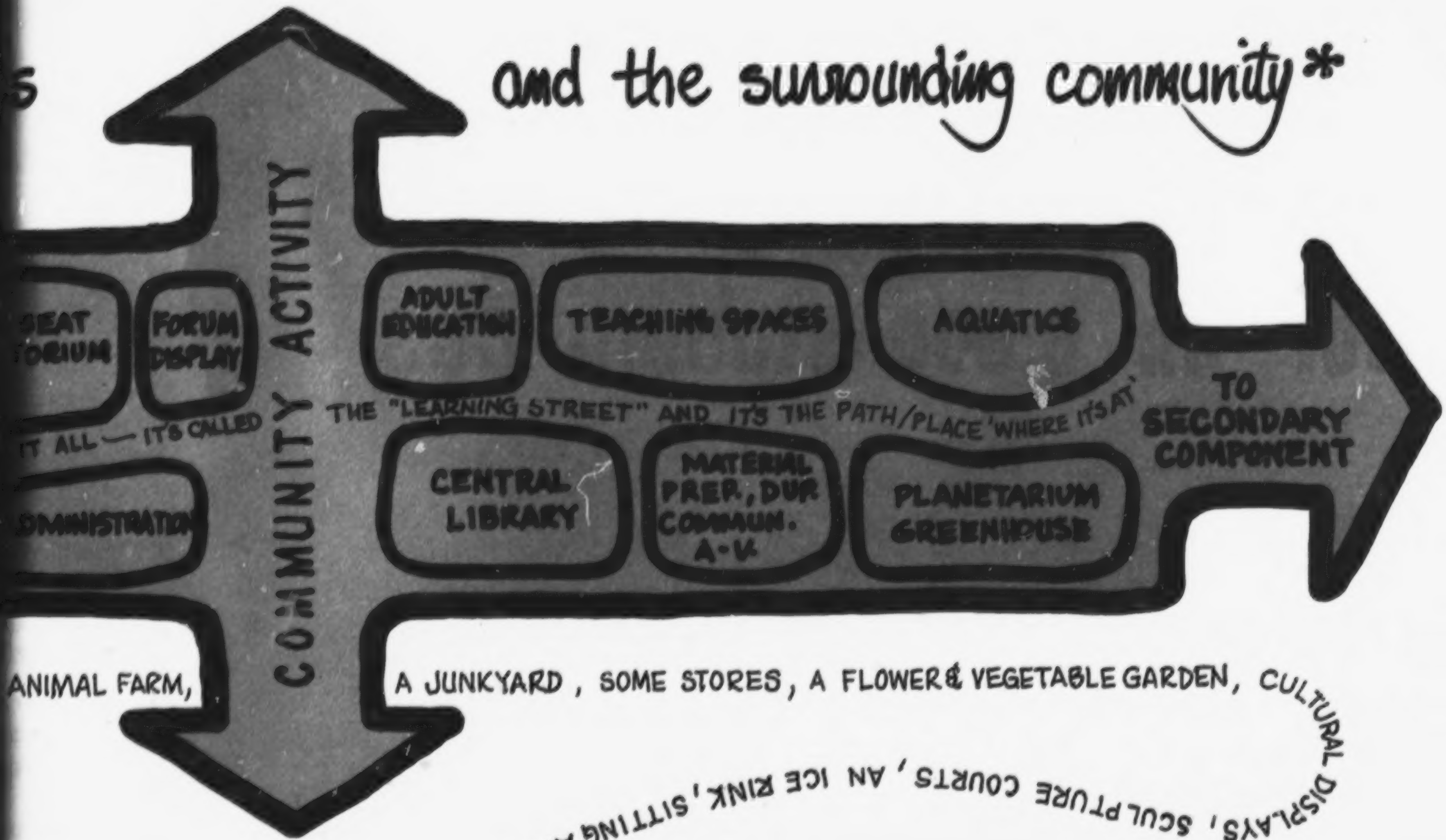

TO ELEMENTARY COMPONENT
CENTRAL STOR. & MECH.
HEALTH
LITTLE THEATER
1200 SEAT AUDITORIUM
FORUM DISPLAY
COMMUNITY ACTIVITY
ADULT EDUCAT
*AND THIS IS THE PATH WHICH CONNECTS IT ALL — IT'S CALLED THE "LEARN
MOBILE UNITS
FOOD PREP
COMPUTERS
ADMINISTRATION
CE LI

Wow! * AND MAYBE INCLUDING EXCITING STUFF LIKE AN ANIMAL FARM, A JUNK



, A WEATHER STATION....

s and the surrounding community*


COMMUNITY ACTIVITY
SEAT
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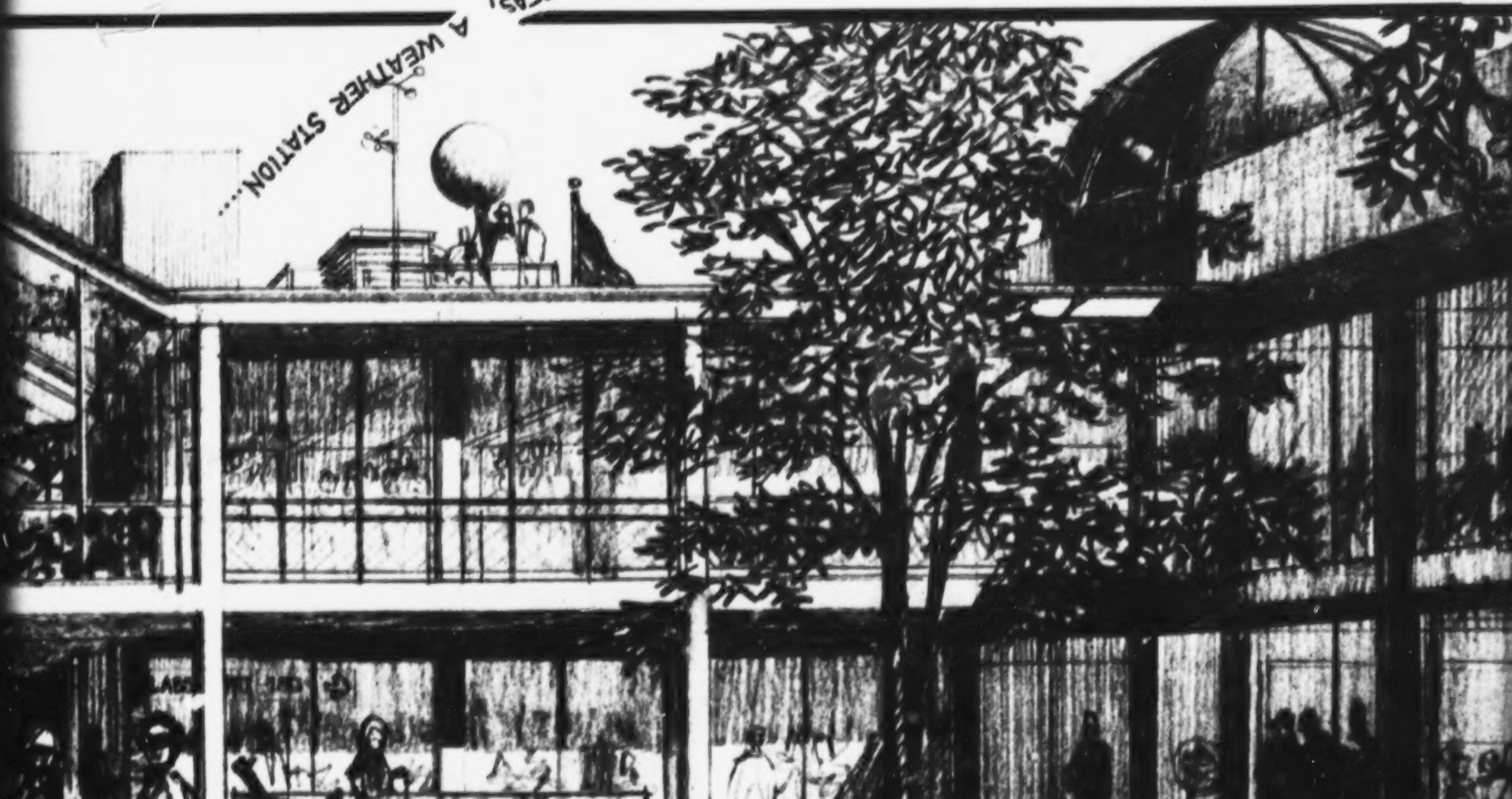
FORUM
DISPLAY
ADULT
EDUCATION
TEACHING SPACES
AQUATICS
T ALL — ITS CALLED THE "LEARNING STREET" AND ITS THE PATH/PLACE 'WHERE IT'S AT'
TO
SECONDARY
COMPONENT
DMINISTRATION
CENTRAL
LIBRARY
MATERIAL
PREP., DUP
COMMUN.
A-V
PLANETARIUM
GREENHOUSE

ANIMAL FARM, A JUNKYARD, SOME STORES, A FLOWER & VEGETABLE GARDEN, CULTURAL DISPLAYS, SCULPTURE COURTS, AN ICE RINK, SITTING AREAS, A WEATHER STATION....



space requirements cost estimate
for an 8,000 student CCS

summary

CONSOLIDATED COMMUNITY SCHOOLS
TOTAL SPACE REQUIREMENTS AND COST ESTIMATES

Elementary	a	290,000 sq. ft.
Secondary	b	393,000 sq. ft.
Consolidated Community Schools Shared Central Facilities	c	134,000 sq. ft.
TOTAL		817,000 sq. ft.
+ 40% for circulation, mechanical, service, storage, maintenance		326,800 sq. ft.
Total gross area of Consolidated Community Schools for 8,000 students		1,143,800 sq. ft.
Total Prototype Consolidated Community Schools Estimated Cost (Construction costs at $20.00 per sq. ft.)		$ 22,876,000.

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TOTAL
(40%

elementary

1 HOME BASE UNITS (500 pupils each)

A.	Instructional spaces, administration, resource center, 50 sq. ft. ea..	25,000 sq. ft. X8 units 200,000 sq. ft.
B.	Dining (170 students at time) 13 sq. ft. each and activity room.	2,200 sq. ft. X8 units 17,600 sq. ft.
		217,600 sq. ft.

2 CENTRAL FACILITIES

A.	Art and project area with kilns, potters wheels, wood tools, crafts, cooking, etc.	10,000 sq. ft.
B.	Music (choral, band, individual practice)	10,000 sq. ft.
C.	Science, laboratory, weather station, small greenhouse, animals, aquarium, garden	6,000 sq. ft.
D.	Math measuring devices, adding machines, drafting table	1,500 sq. ft.
E.	Library, media center 15,000 volumes, films, tapes, slides, records, etc.	8,000 sq. ft.
F.	Health center - nurses, dental	3,000 sq. ft.
G.	Remedial, diagnostic - speech, reading, etc.	4,000 sq. ft.
H.	Special education	4,000 sq. ft.
I.	Administration	1,400 sq. ft.
J.	Physical education - gyms, locker rooms, showers	20,000 sq. ft.
K.	Little theater - lecture hall	4,500 sq. ft.
		72,400 sq. ft.

TOTAL ELEMENTARY SPACE REQUIREMENTS . . . .
(40% circ., maint., etc. not incl.) **a** 290,000 sq. ft.

secondary

1 HOME BASE UNITS (1,000 pupils each)

A.	Basic resource center, individual study area with English, social studies, teachers offices, counseling	10,000 sq. ft.
B.	Dining area, social center	4,000 sq. ft.
C.	Administrative area, secretarial, conference	2,000 sq. ft.
D.	Large groups, lab size classrooms and seminar rooms	20,000 sq. ft.
E.	Student activity center	2,000 sq. ft.
		38,000 sq. ft.
		X4 units
		152,000 sq. ft.

2 CENTRAL FACILITIES

A.	Special education	6,000 sq. ft.
B.	Physical education	60,000 sq. ft.
C.	Business education	15,000 sq. ft.
D.	Home economics	20,000 sq. ft.
E.	Industrial arts	45,000 sq. ft.
F.	Music	12,000 sq. ft.
G.	Art	12,000 sq. ft.
H.	Foreign language	6,000 sq. ft.
I.	Science	50,000 sq. ft.
J.	Mathematics	15,000 sq. ft.
		241,000 sq. ft.

TOTAL SECONDARY FACILITIES . . . . b 393,000 sq. ft.
(40% circ., maint., etc. not incl.)

sh

I.

II.

III.

IV.

V.

VI.

VII.

VIII.

IX.

X.

XI.

XII.

TOTAL
FACIL

shared

I.	Administrative center		2,000 sq. ft.
II.	Health center		5,000 sq. ft.
III.	Food preparation		9,000 sq. ft.
IV.	Teaching spaces (also for community use)		30,000 sq. ft.
V.	Adult education center		2,000 sq. ft.
VI.	Aquatic area		25,000 sq. ft.
VII.	Central library, resource center		20,000 sq. ft.
VIII.	Computer center		3,000 sq. ft.
IX.	Materials preparation, duplication, communication, A-V		10,000 sq. ft.
X.	Assembly area		
	A. Auditorium, seats 1,200, with stage, practice rooms, set storage, scenery shop, dressing rooms,	20,000 sq. ft.	
	B. Little theater, seats 300	3,000 sq. ft.	23,000 sq. ft.
XI.	Planetarium, observatory		2,000 sq. ft.
XII.	Greenhouse		3,000 sq. ft.
	TOTAL CONSOLIDATED COMMUNITY SCHOOL SHARED FACILITIES (40% circ., maint., etc. not incl.)	**C**	**134,000 sq. ft.**

major issues

DISCUSSION OF QUESTIONS COMMONLY ASKED CONCERNING CONSOLIDATED COMMUNITY SCHOOLS

PROXIM

1 school organization

Other institutions in our society are c
stantly changing as purposes, products, te
nologies and human wants evolve. This
seen in almost overnight re-organization
branches of the armed services, and in swe
ing re-alignments of responsibilities
duties as transportation becomes computeri
and industry becomes increasingly automate

School organization for instruction, howev
is remarkably resistant to change. Since
mid-1800's most children have been placed
grades according to age and schools organi
according to grades. Evidence is becom
overwhelming that such organization actua
impedes learning. During the past 10 ye
more and more educational leaders have
dorsed significant school re-organization
the ways children are grouped and taught.

In spite of such developments, plans prese
ed here are designed for conventional se
contained classrooms organized into elem
tary schools of kindergartens and 6 grad
junior high schools which include grades 7
and 9; senior high schools for grades 10,
and 12.

This disparity between the real and the p
sible can only be explained by the fac
nearly all St. Paul schools are organized
above; any extensive re-organization m
come in the future. However, such possib
ties as team teaching, non-graded scho
flexible scheduling or individually presc
ed instruction could more easily be put
practice in one or more schools in the
solidation. If this were done, evalua
of such re-organization and adoption in o
schools on the same site of the consolida
would be easier and faster.

ool anization

nstitutions in our society are con-
changing as purposes, products, tech-
and human wants evolve. This is
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transportation becomes computerized
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learning. During the past 10 years
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significant school re-organization in
children are grouped and taught.

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are designed for conventional self-
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igh schools which include grades 7, 8
enior high schools for grades 10, 11

parity between the real and the pos-
only be explained by the facts:
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scheduling or individually prescrib-
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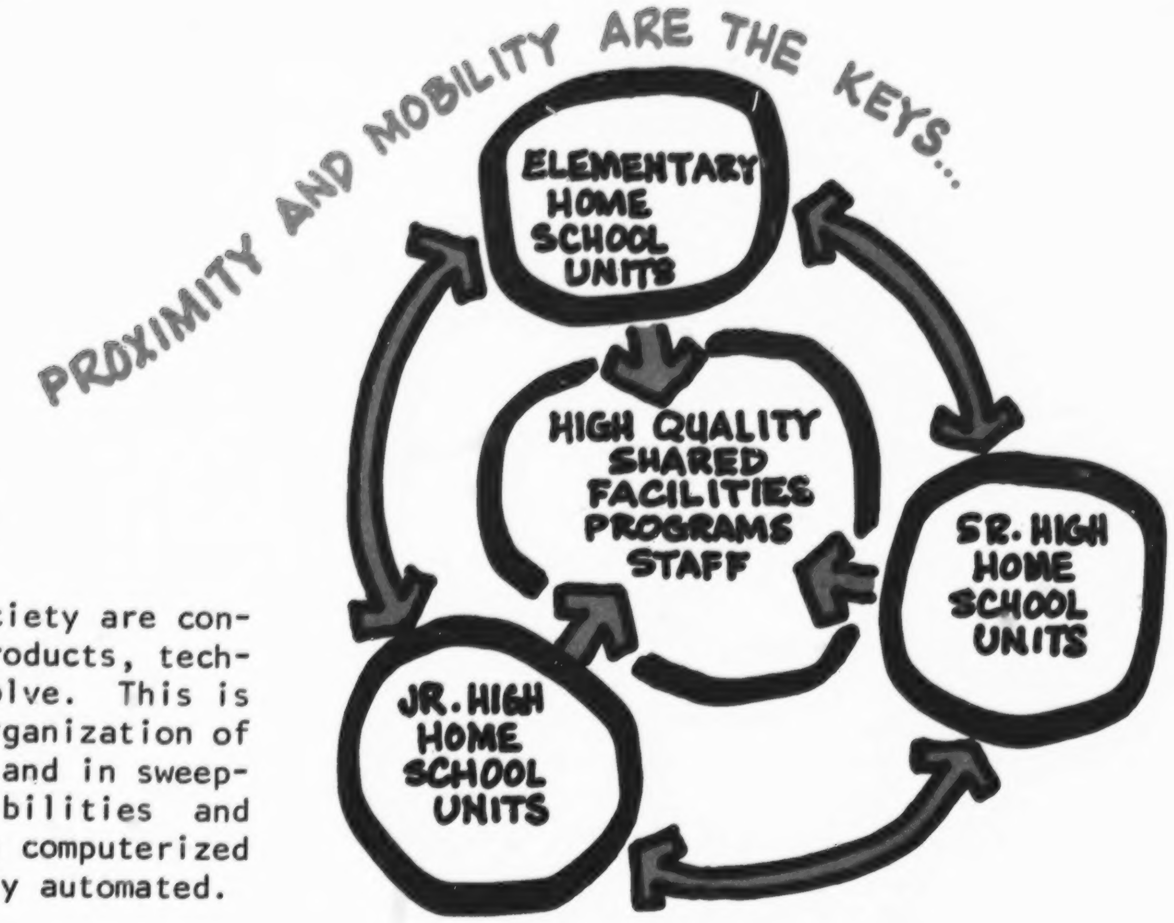

PROXIMITY AND MOBILITY ARE THE KEYS...
ELEMENTARY HOME SCHOOL UNITS
HIGH QUALITY SHARED FACILITIES PROGRAMS STAFF
SR. HIGH HOME SCHOOL UNITS
JR. HIGH HOME SCHOOL UNITS

...TO OPPORTUNITIES AVAILABLE TO SUIT THE NEEDS AND LEARNING RATE OF EVERY STUDENT

In addition to this, including all school age children on one site would offer the following advantages:

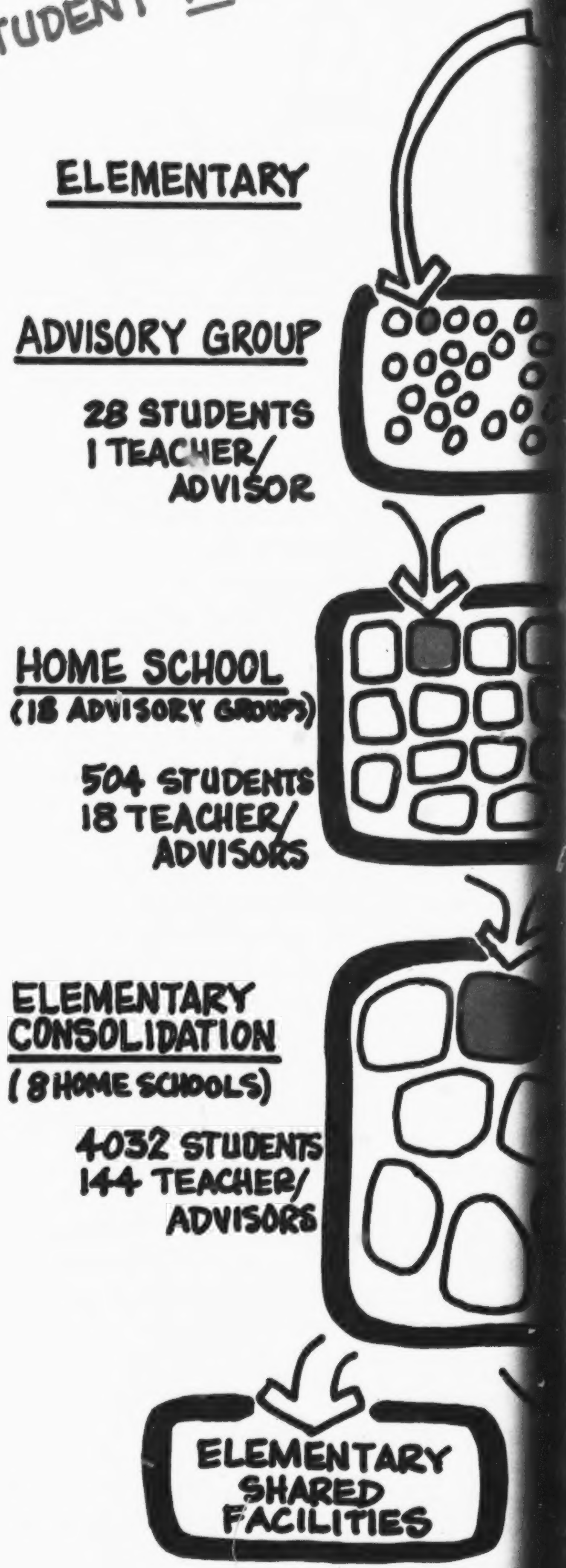
- better continuity in learning experiences of all children.
- better opportunities for more staff planning for "continuous progress" programs.
- better opportunities for teachers at all levels to work and plan together.
- the availability of the tremendous resources ordinarily provided only at secondary levels.
- the availability to secondary teachers and students of the highly special skills and competencies of elementary teachers.
- better opportunities for the occasional mixing of older and younger students, as in tutorial programs. (Research indicates such programs are highly profitable to both the older and younger child.)

2 bigness

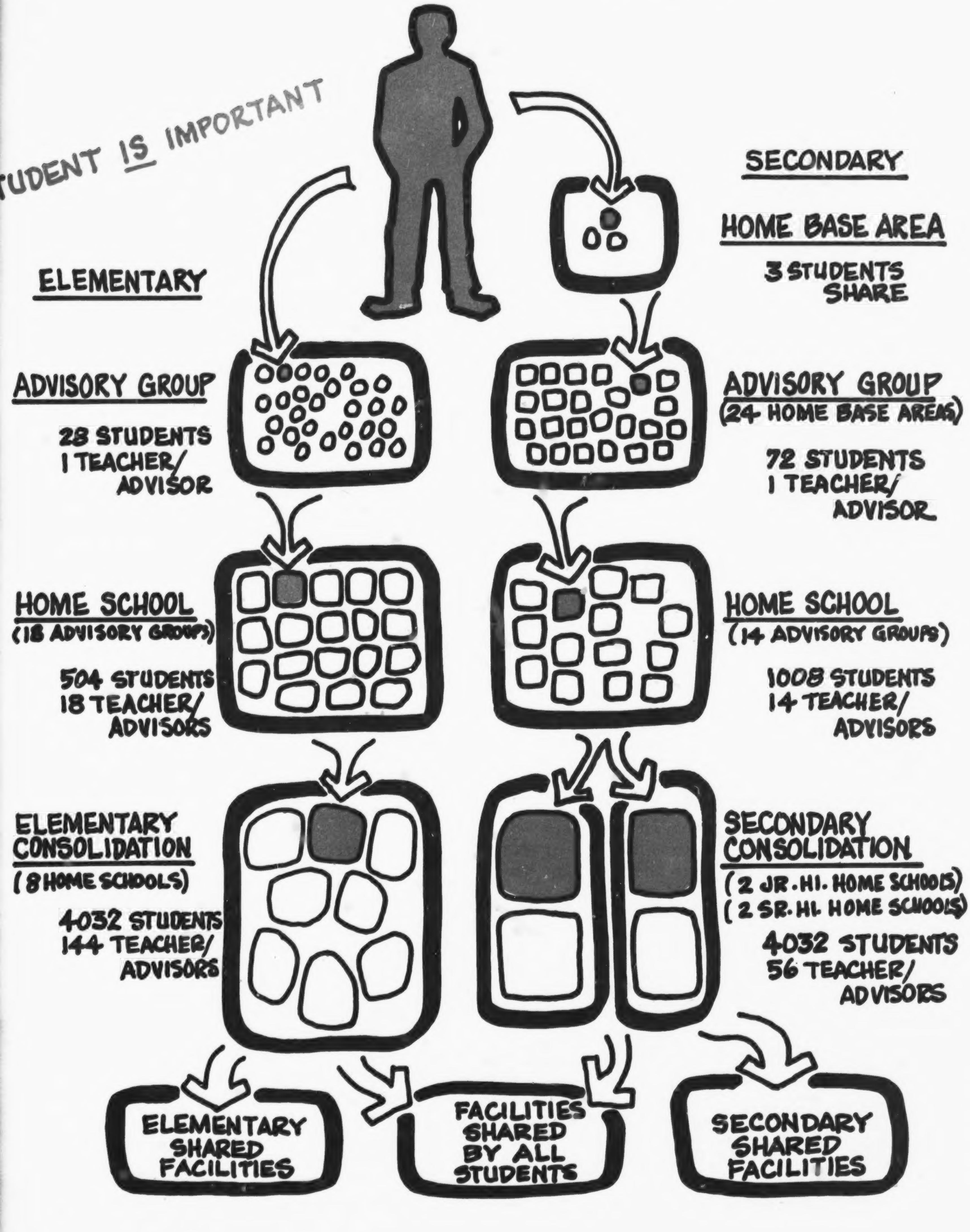
The danger that a large number of students on a single site will result in an institutional setting and a loss of identity can be reduced by the school within a school idea. Each student has a small home base school somewhat like present sizes. This is the unit where a pupil spends most of his time and is able to participate on teams, clubs and councils.

The school within a school concept has worked well in outstanding schools in the nation. Each student can have a close feeling of identity in a carefully planned school, and yet have available a rich assortment of educational programs, a large staff with many competencies, and extraordinary facilities. The actual workings of the small home base schools and their relationship to the larger complex is explained in the earlier section describing elements of the Consolidated Community Schools.

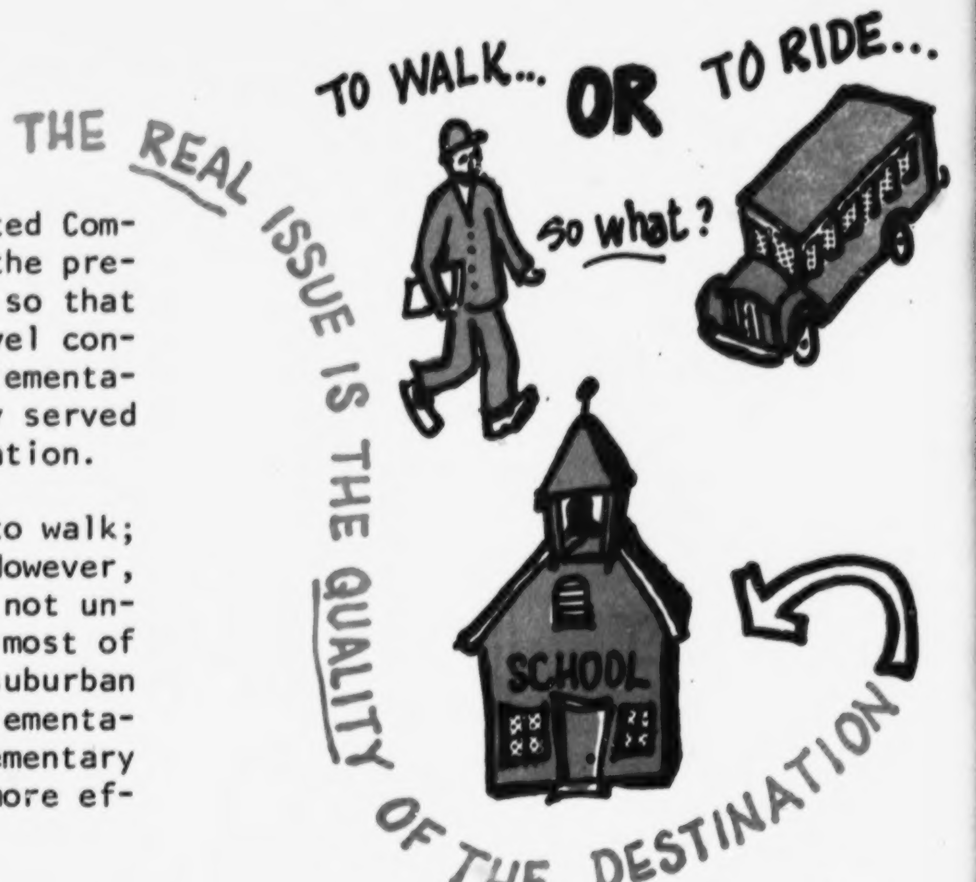
Finally, there is no guarantee that any organizational plan will eliminate alienation or assure participation. Even ordinary size schools of today grapple with the problem of student apathy and involvement. Encouragement and ample opportunities to participate in many kinds of activities and programs are needed in order for students to feel a real stake in *their* school.


THE INDIVIDUAL STUDENT IS IMPORTANT

ELEMENTARY
ADVISORY GROUP
28 STUDENTS
1 TEACHER/ADVISOR
HOME SCHOOL
(18 ADVISORY GROUPS)
504 STUDENTS
18 TEACHER/ADVISORS
ELEMENTARY CONSOLIDATION
(8 HOME SCHOOLS)
4032 STUDENTS
144 TEACHER/ADVISORS
ELEMENTARY SHARED FACILITIES


TUDENT IS IMPORTANT
SECONDARY
HOME BASE AREA
3 STUDENTS SHARE
ELEMENTARY
ADVISORY GROUP
28 STUDENTS
1 TEACHER/ADVISOR
ADVISORY GROUP
(24 HOME BASE AREAS)
72 STUDENTS
1 TEACHER/ADVISOR
HOME SCHOOL
(18 ADVISORY GROUPS)
504 STUDENTS
18 TEACHER/ADVISORS
HOME SCHOOL
(14 ADVISORY GROUPS)
1008 STUDENTS
14 TEACHER/ADVISORS
ELEMENTARY CONSOLIDATION
(8 HOME SCHOOLS)
4032 STUDENTS
144 TEACHER/ADVISORS
SECONDARY CONSOLIDATION
(2 JR. HI. HOME SCHOOLS)
(2 SR. HI. HOME SCHOOLS)
4032 STUDENTS
56 TEACHER/ADVISORS
ELEMENTARY SHARED FACILITIES
FACILITIES SHARED BY ALL STUDENTS
SECONDARY SHARED FACILITIES

3 transportation


THE REAL ISSUE IS THE QUALITY OF THE DESTINATION
TO WALK... OR TO RIDE...
so what?
SCHOOL

The 9 sites recommended for Consolidated Community Schools correspond closely to the present 9 senior and junior high schools so that little is changed at the secondary level concerning distance to school. At the elementary level the neighborhood or community served would be larger and require transportation.

Some students will live close enough to walk; others will have to be transported. However, transporting students to school is not unusual. Suburban districts transport most of the children to school. Sometimes suburban students who live very close to one elementary school are bussed to another elementary school in order to utilize buildings more efficiently.

Another question often raised involves the transportation of very young children. In Roseville (an adjacent suburb) 95% of the kindergarten age children ride to school. School officials and mothers consider this a good solution because they say it keeps this age group off busy streets. Another question is the matter of good behavior on school busses. Transportation officials in the Roseville schools say that with proper management and training this is not a problem. It can be a problem when busses are jammed with too many kids.

The question of increased traffic on the city streets by school buses probably would not be a serious matter since the hours schools operate vary from heavy traffic patterns. School bus transportation in the city would be more efficient than in suburban or rural areas where the children are spread over wider regions.

The matter of after school activities is handled in rural and suburban areas with activity busses leaving at various times. This same solution can apply in the city, but even better is the urban transit system operating regularly at all hours, which is an important consideration in the location of each Consolidated Community School.

Students who attend private schools like St. Thomas Academy, Summit School, or University High School are bussed to school. The reason is that the parents choose to pay the costs and the inconvenience of bussing because t believe their children will receive a bet education. The question is not about tra portation itself but what is at the end the bus ride. Consolidated school distri all over the state transport nearly al their students to school.

A survey done in the St. Paul Public Scho about a year ago found that 44% of second school students were using some form transportation to school. That is, they w using school bus routes that were set up distant homes, regular city routes, or th parents were bringing them -- in all cases their own expense.

The school bus costs for transporting sc children in Minnesota run between $40 and a year for the 1968-69 figures. The su of Roseville furnishes an example of w expenses could run for St. Paul. Rosev does not own its own busses but seems to a very efficient, effective schedule. C for the 1968-69 year are $41 per child year. State aid reimbursement for bussing the lesser of two formulas --

(a) not to exceed $60 a year
(b) 80% of the actual cost.

For Roseville the state will pay $32.80 the school district costs are $8.20 per dent per year.

ALK... OR TO RIDE...
so what?
SCHOOL
F THE DESTINATION

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exceed $60 a year
f the actual cost.

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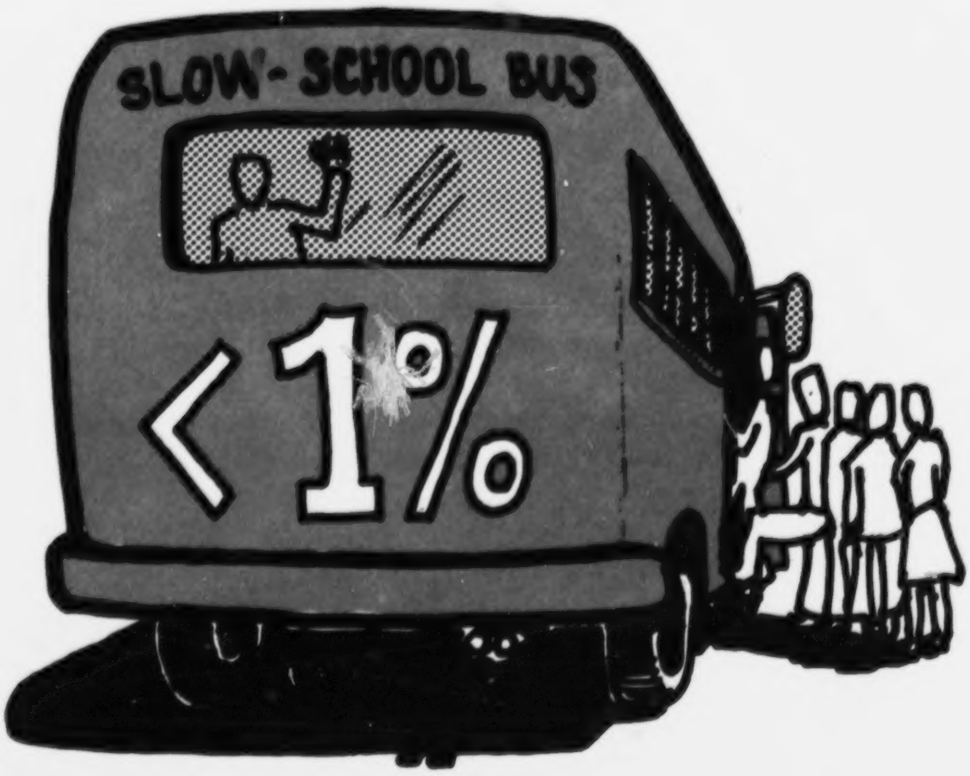
State aid for bussing for St. Paul is not currently available although an effort is being made in the legislature to provide the same school transportation aids as exist in most other school districts in the state.

To [illegible] the costs of school bus transportation [illegible] St. Paul, assume that one half of the students were to ride to Consolidated Community Schools. If the costs to St. Paul (with state aid being provided) were $10 per year per student, this would mean an expenditure of $250,000 per year for school bus transportation. While this is a large sum of money, it represents a small fraction (less than 1%) of the total school budget of over $30,000,000.

A final consideration involves providing a diversity of children at each of the Consolidated Community Schools. Even the larger attendance areas served may not reflect the same heterogeneity in each school as exists for the total city. Achievement of a full variety would mean the abandonment of conventional enrollment districts and a larger scale bussing operation. However, this goal would be far more complicated to achieve under the ordinary pattern of many small scattered and isolated schools. Consolidated Community Schools will aid when and if heterogeneity becomes a major consideration.

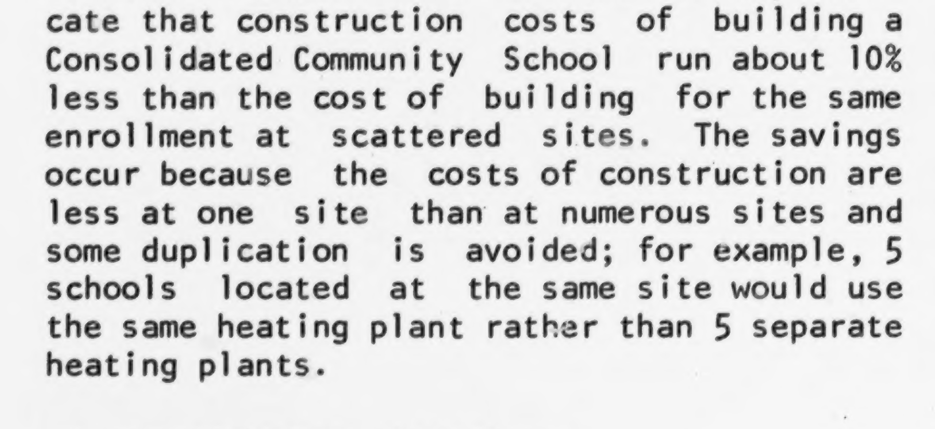


4

cost

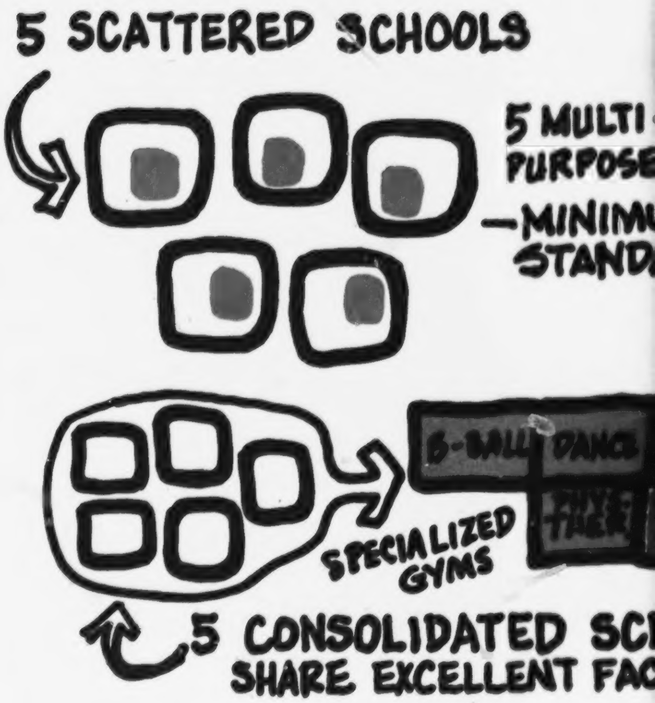
The University of Minnesota Bureau of Field Studies report determined that it would take something like 25-1/2 million dollars to bring the school plant up to a *minimum basic level*. That was in 1965 and did not include site acquisitions. Obviously it is going to cost a lot of money to modernize school buildings and provide *a higher quality program*. We are stuck with this fact whether we centralize facilities or not.

Studies in other areas of the country indicate that construction costs of building a Consolidated Community School run about 10% less than the cost of building for the same enrollment at scattered sites. The savings occur because the costs of construction are less at one site than at numerous sites and some duplication is avoided; for example, 5 schools located at the same site would use the same heating plant rather than 5 separate heating plants.



However, this comparison is not entirely fair. The Consolidated Community Schools provide a better level of facilities and programs. If each of the scattered schools were to contain the same kinds of high quality facilities and advantages available at the Consolidated Community Schools, the cost differential would be very great, perhaps on the order of 100%.

A second feature of cost considerations works to the disadvantage of Consolidated Community Schools. It involves transportation. While Consolidated Community Schools will mean a lower *capital* outlay for construction, it also means a continued *annual* outlay for transporting students. Such transportation would not be as necessary in smaller neighborhood units.



The matter of costs has to be put
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Harold Gores of Educational Facil
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feels that to skimp on facilities
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If St. Paul plans the centralized
that are an imaginative forward-lo
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assistance. If it plans a standar
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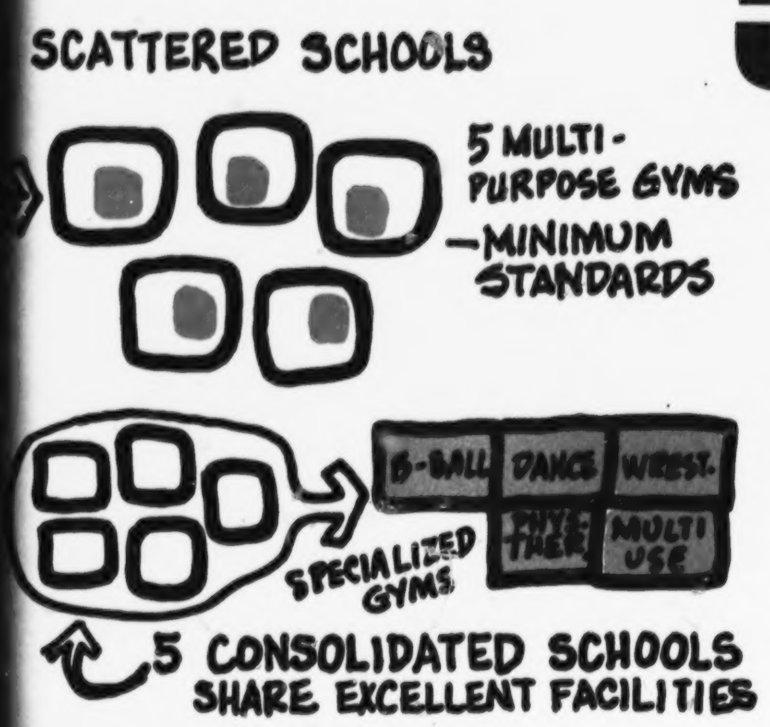
SCATTERED SCHOOLS
5 MULTI-PURPOSE GYMS
—MINIMUM STANDARDS
B-BALL
DANCE
WREST.
PHYS. THER.
MULTI USE
SPECIALIZED GYMS
5 CONSOLIDATED SCHOOLS SHARE EXCELLENT FACILITIES

matter of costs has to be put within the
ext of what kind of an educational pro-
n is the result. If the costs are not too
ferent and the program is vastly improved,
t citizens and professionals would choose
pay somewhat higher costs for a better
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year period that the building is used.

St. Paul plans the centralized facilities
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istance. If it plans a standard kind of
ol system it is less likely to receive
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cost at the local level. Those cities
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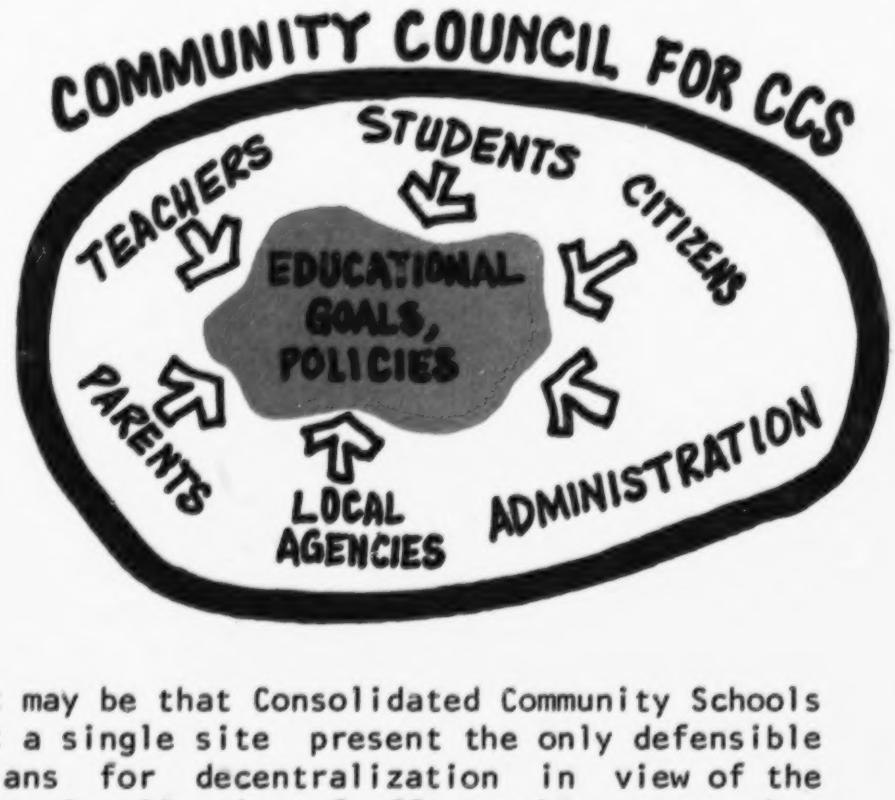
t to receive the promised "massive" fed-
aid when it becomes available.

5 consolidation VS decentralization

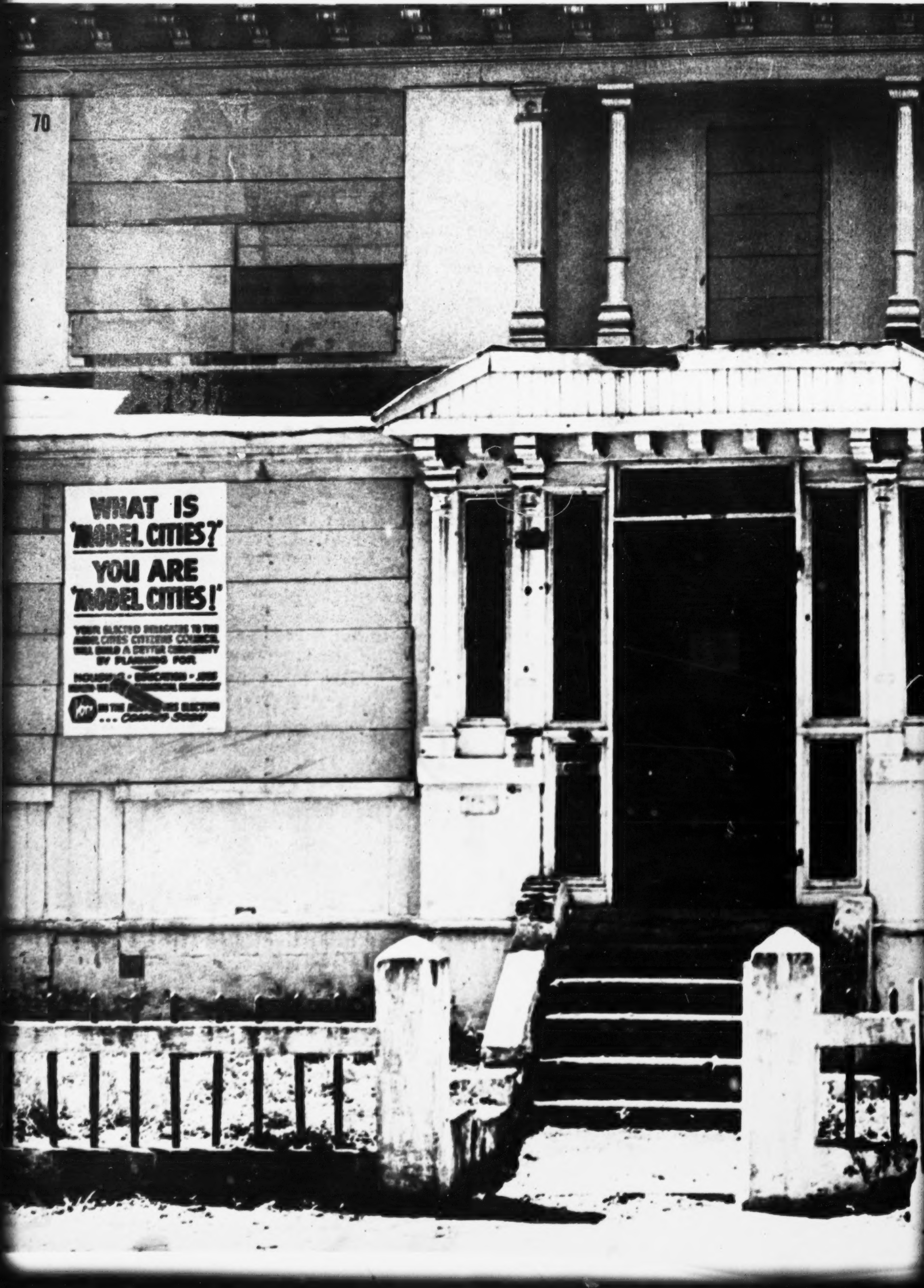
It might appear that the plans for Consolidated Community Schools in St. Paul conflict with the present movement toward decentralization. They do not.

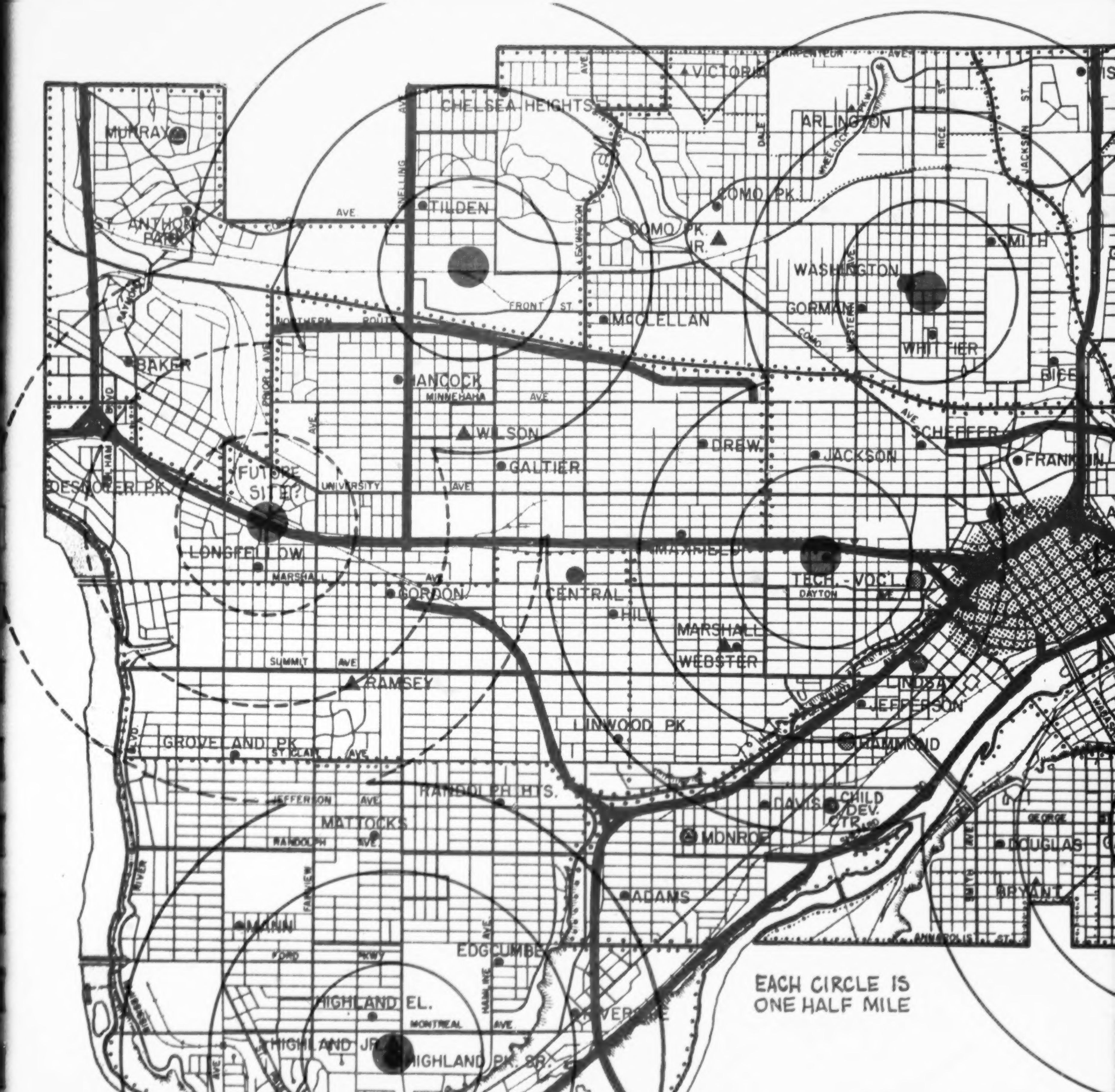
Some large cities are considering plans for dividing large school districts into nearly autonomous, decentralized districts. In New York, for example, such districts would enroll about 30,000 pupils and the residents of the area would have a direct voice in decisions about their schools. Obviously a district of 30,000 is huge, in fact, approaches the size of St. Paul's entire enrollment of 50,000.

The Consolidated Community Schools recommended for St. Paul would enroll 6,000-8,000 students. Under such a plan community councils could be formed around each of the Consolidated Community Schools and thus residents would have close control over a very manageable slice of school activities. Such a district would be about one-fifth the size of New York's decentralized districts.


COMMUNITY COUNCIL FOR CCS
STUDENTS
TEACHERS
CITIZENS
EDUCATIONAL GOALS, POLICIES
PARENTS
LOCAL AGENCIES
ADMINISTRATION

It may be that Consolidated Community Schools at a single site present the only defensible plans for decentralization in view of the fractionalization of efforts that occurs when residents attempt to apply coordinated, cooperative planning and thinking to numerous scattered schools in a large region of a city.


70
WHAT IS 'MODEL CITIES?'
YOU ARE 'MODEL CITIES!'


MURRAY
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CHELSEA HEIGHTS
VICTORIA
ARLINGTON
TILDEN
COMO PK.
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SMITH
WASHINGTON
GORMAN
WHITTIER
MCCLELLAN
NORTHERN ROUTE
FRONT ST.
BAKER
HANCOCK
MINNEHAHA AVE.
WILSON
RICE
DREW
JACKSON
SCHEFFER
FRANKLIN
GALTIER
FUTURE SITE?
UNIVERSITY AVE.
DESNOYER PK.
LONGFELLOW
MARSHALL AVE.
GORDON
CENTRAL
HILL
MAXFIELD
TECH.-VOC'L
DAYTON AVE.
MARSHALL
WEBSTER
SUMMIT AVE.
RAMSEY
LINDSAY
JEFFERSON
LINWOOD PK.
HAMMOND
GROVELAND PK.
ST. CLAIR AVE.
RANDOLPH HTS.
JEFFERSON AVE.
MATTOCKS
RANDOLPH AVE.
DAVIS
CHILD DEV. CTR.
MONROE
DOUGLAS
BRYANT
ADAMS
MANN
FORD PKWY
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HIGHLAND EL.
MONTREAL AVE.
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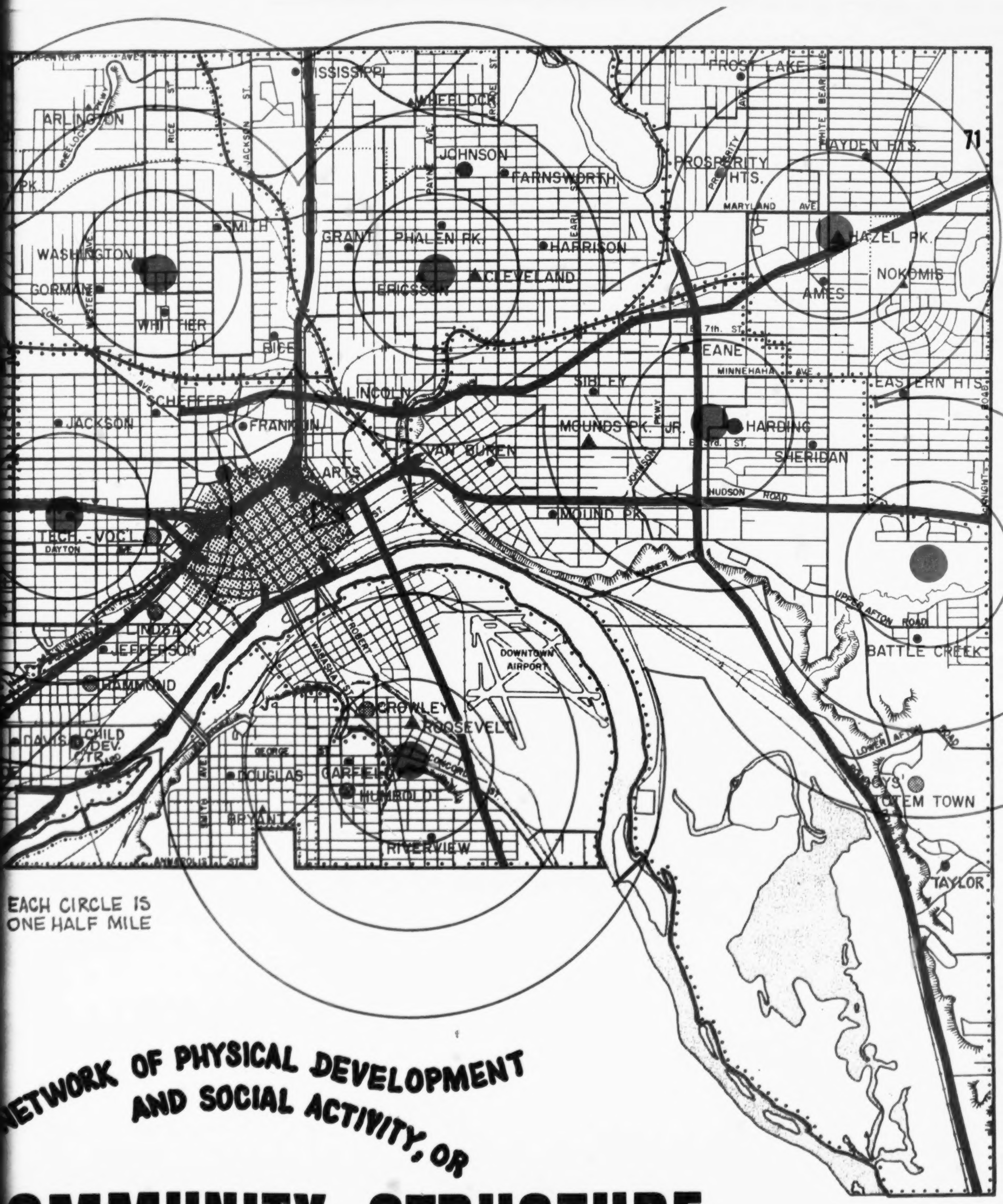
HIGHLAND PK. SR.
HOMECROFT
SNELLING
LEXINGTON
DALE
ST.
JACKSON
WEBSTER
CLEVELAND AVE.
FAIRVIEW
HAMLINE AVE.
RIVER
EACH CIRCLE IS ONE HALF MILE

SCHOOL PLANS SHOULD RELATE TO THE COMPLEX NETWORK OF PHYSICAL D
AND SOCIAL AC

COMMUNITY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WHEELOCK
FROST LAKE
ARLINGTON
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FARNSWORTH
PROSPERITY HTS.
HAYDEN HTS.
MARYLAND AVE
SMITH
GRANT
PHALEN PK.
HARRISON
HAZEL PK.
WASHINGTON
CLEVELAND
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JR.
HARDING
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VAN BUREN
SHERIDAN
ARTS
HUDSON ROAD
MOUND PK.
TECH.-VOC'L
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UPPER AFTON ROAD
LINDSAY
JEFFERSON
DOWNTOWN AIRPORT
BATTLE CREEK
HAMMOND
CROWLEY
ROOSEVELT
DAVIS
CHILD DEV. CTR.
LOWER AFTON ROAD
GEORGE
GARFIELD
CONCORD
DOUGLAS
HUMBOLDT
BOYS' TOTEM TOWN
BRYANT
RIVERVIEW
ANNAPOLIS ST.
TAYLOR
EACH CIRCLE IS ONE HALF MILE

ETWORK OF PHYSICAL DEVELOPMENT AND SOCIAL ACTIVITY, OR

OMMUNITY STRUCTURE

PART THREE

This section places the City Center for Learning and the system of Consolidated Community Schools within the context of the physical structure and the many human activities in the City of St. Paul and the metropolitan area.

The Citizens Advisory Council for the City Center for Learning felt strongly that:

- education is a key to the good life.
- education is more than schooling for ages 5-18.
- schools must operate day and night, year around.
- great schools can help to regenerat community.
- cooperation and coordinated planning tween schools and other agencies is a lutely essential and must be greatly creased.

These concerns were expressed repeatedl resource people who appeared at numerous visory Council committee meetings. The r ing, study and experience of many of the people who served on the Advisory Council such that an exciting and impressive ef in education could be the key to saving city from following other urban centers a paths of decay.

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could be the key to saving the
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COMMUNITY STRUCTURE

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in the beginning...

St. Paul grew rapidly and needed schools as people settled in enclaves on the roads to Minneapolis. Many small schools were built when and where needed, and designed as though extracted from a pattern book. Set on a sea of blacktop like a ceramic fortress, the egg-crate—like box of classrooms was a place to which its small enrollment could walk and spend the day in a textbookish instructional setting. The school would be locked up tightly when the children left. It remained locked during the summer. It was rarely thought of as anything different than a building full of classrooms.

Times changed. People flocked to urban areas to live. Cities were exciting and lively places. As the density of the city increased, civilization became complex. Then, almost suddenly, the city seemed old. The suburbs came to be the place to live. An engineer moving to St. Paul today would probably choose to buy a home in one of the communities surrounding the city -- the odds are 5 to 1, he would not choose the city. But a poor farmer, who finally gives up, is more likely to join the other poor in the core of the city.

As a result the neighborhood around the small city school grew and changed. As the fringe of the city moved beyond the old neighborhood, those who had the opportunity to do so generally followed it, seeking a newer neighborhood and a newer school. A different, usually poorer, group of people moved into the old neighborhood and attended the old, small school. This new group had different problems from those of the previous inhabitants.

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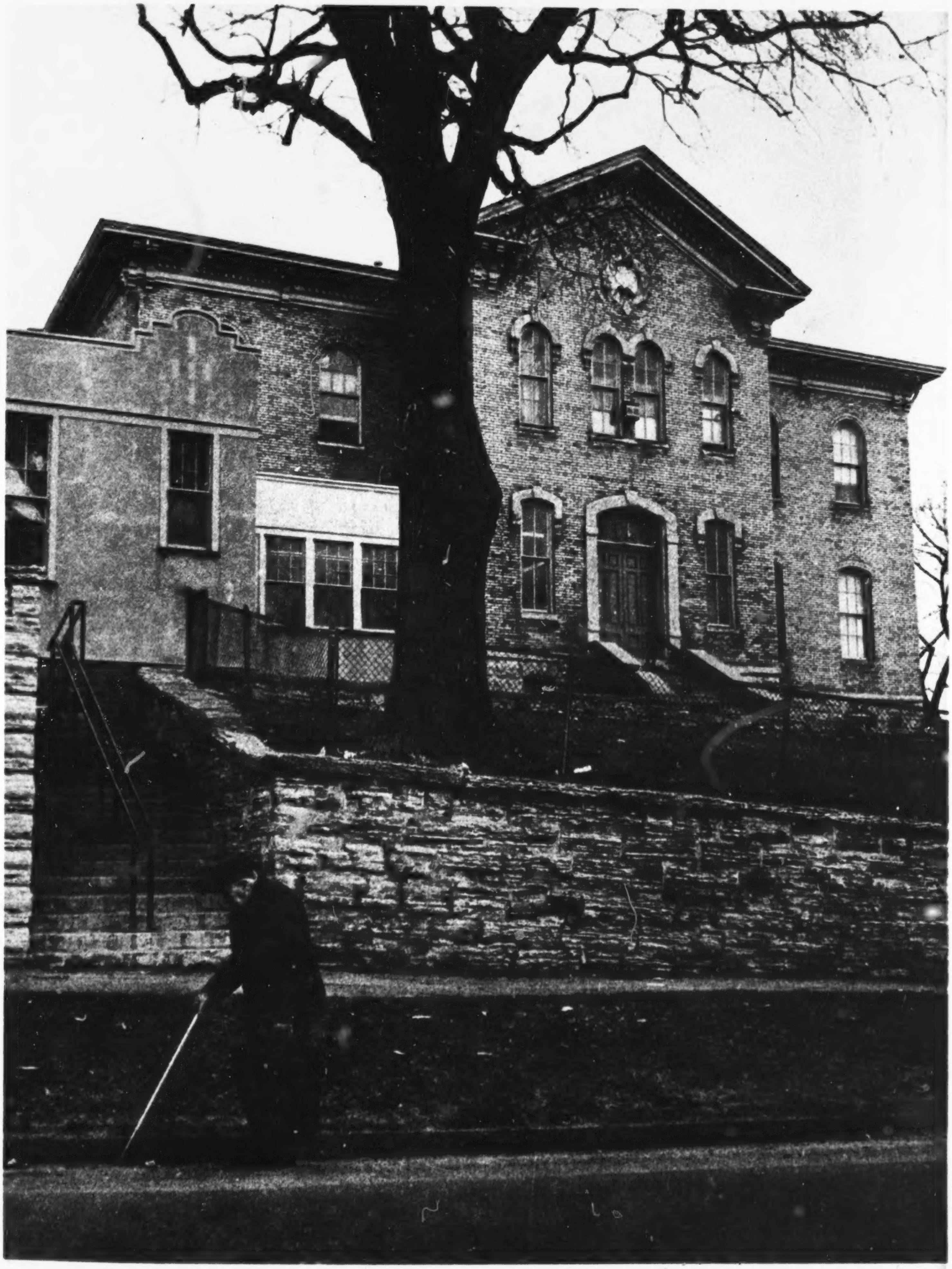

While these changes were occurring in society. schools continued as before. The schools of the 1800's and 1900's were responsible for teaching children the 3-R's, and little more. This was thought sufficient for facing the challenges of that era. Much was being discovered about the learning process and the kind of education needed to nurture it, but school buildings continued to be built for the knowledge and technology of 1900, with rarely a thought given to changing the traditional forms of schooling.

THE TRADITIONAL SCHOOL HOUSE BECAME LESS ABLE TO SERVE ITS CHANGING COMMUNITY, AND THUS LESS WANTED.

The growing complexity of society demanded better programs and preparation for adult responsibilities. The school lacked the kinds of facilities, staff, and programs which its students needed; and it sat there on its sea of blacktop, a hostile, powerless sentinal to the blight beginning to creep through the neighborhood around it. Vandals were more attracted to breaking its windows at night than were good teachers to teach in its poorly equipped classrooms. Its students easily became "turned off" to learning when they could no longer find enough answers to their needs.

Even today, parents are reluctant to visit schools. Most adults shy away from schools. When enticed into a school building, their whole experience of childhood in dry-as-dust schools with their straight rows of desks and textbook lessons in sterile, insulated classrooms overwhelms and frightens them. The ordinary citizen can hardly be dragged into a school. He feels he doesn't belong and finds nothing there for him unless he has children; he comes into the school only when requested -- sometimes.

New schools to replace old ones will not be enough to reverse city decay. Large cities in the East whose history is older than St. Paul's are experiencing difficulty in convincing many citizens of the value of traditional schools. Policemen are common in school corridors. Vandalism and malicious damage are an everyday occurrence. The dropout rate among inner city youth is high. Everywhere novel solutions are seized upon in a desperate attempt to make education important. Storefront schools, street academies, centers for dropouts and dozens of school experiments are tried. Unrest and rebellion in even middle income and suburban area schools is commonplace; the 1969 National Association of Secondary School Principals convention reported 59% of high schools and 52% of junior high schools experiencing student uprisings.

The irrelevance of school programs is an oft spoken complaint. It has been a national phenomenon for years. It is happening in St. Paul. And it will continue to reinforce a blighted life style unless school planning is given a breath of fresh air, unless school and urban planning begin together to face the challenges of life in 1970 and thereafter.

To do a good job of educating the city youngsters and to change people's perception of urban education, it will be necessary to leapfrog ahead of simply providing new schools to a position of high quality facilities. It won't be enough to merely provide new educational facilities and programs or to bring them up to "minimum basic standards", or to standards of suburban schools. This will not save the city.

> *Look at schools as a microcos*
> *city. They are the most crucia*
> *ronments we are creating today,*
> *communities with many of the s*
> *teractions as the city. Furth*
> *they are the training ground fo*
> *life, or strife. Children sp*
> *hundred and eighty days a year*
> *hours a day, for twelve to twenty*
> *in school buildings.*
>
> Benjamin T

FROM
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1960's
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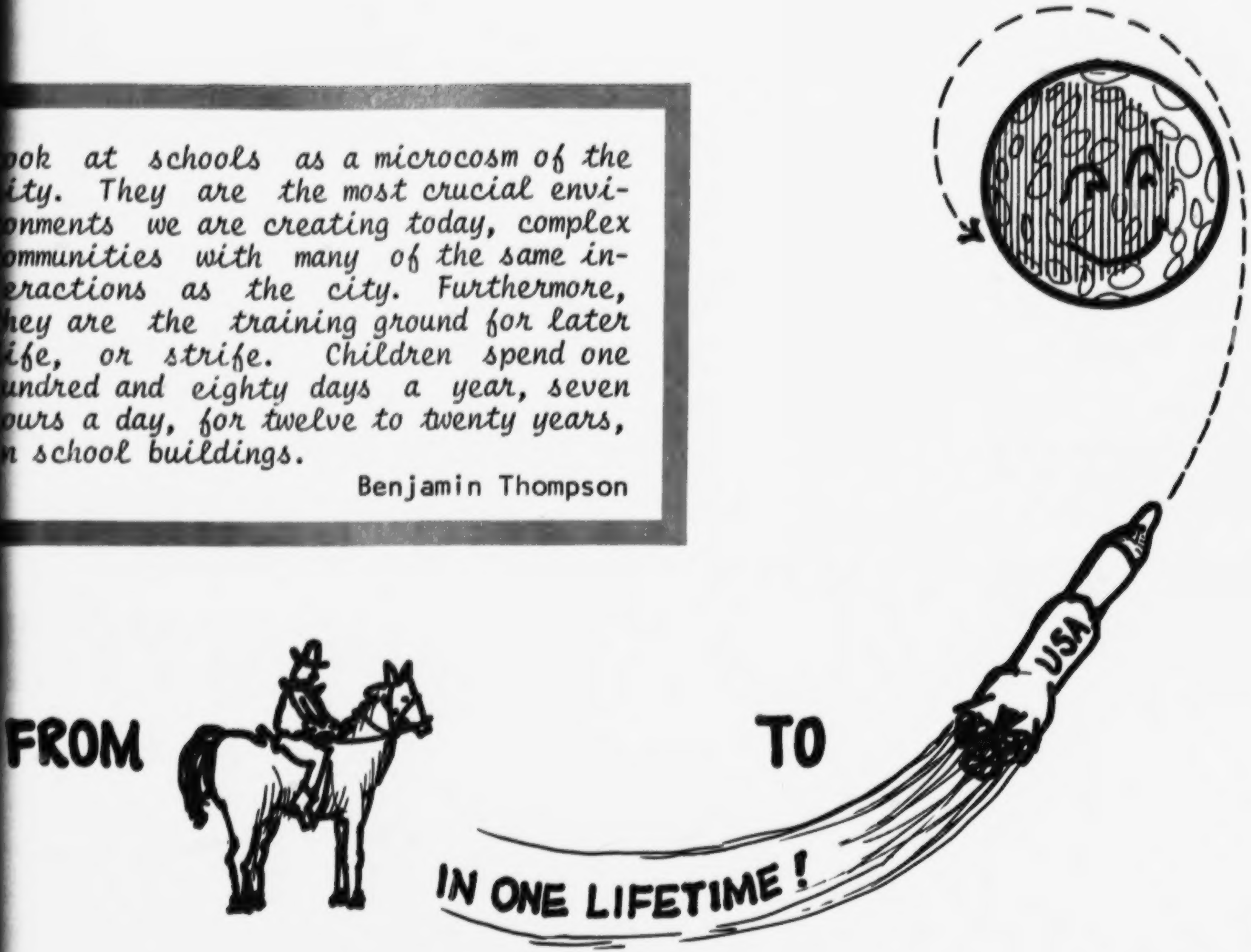
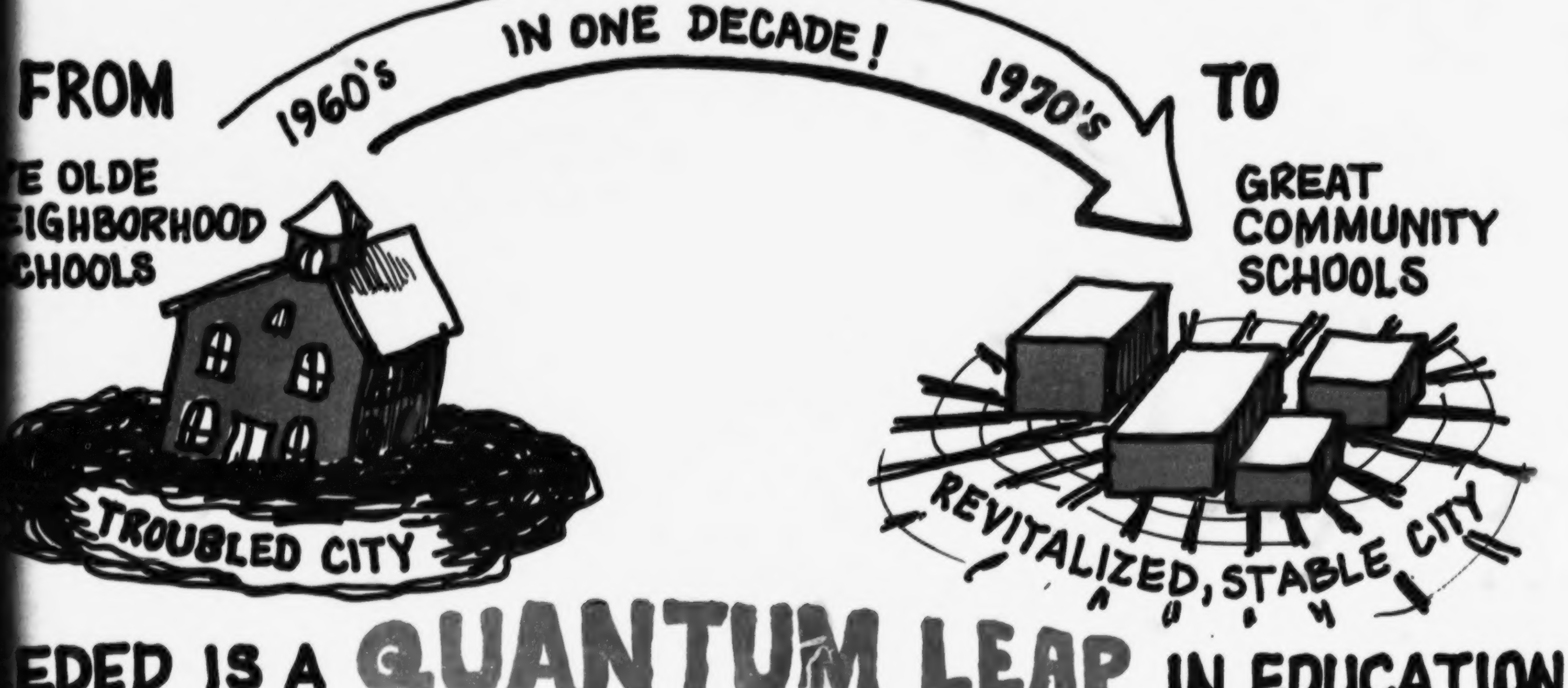
YE OLDE NEIGHBORHOOD SCHOOLS
TROUBLED CITY

WHAT IS NEEDED IS A QUA

WHAT IS NEEDED IS SCHOOLS THAT GREATLY E

> *ook at schools as a microcosm of the ity. They are the most crucial envi- onments we are creating today, complex ommunities with many of the same in- eractions as the city. Furthermore, hey are the training ground for later ife, or strife. Children spend one undred and eighty days a year, seven ours a day, for twelve to twenty years, n school buildings.*
>
> Benjamin Thompson


FROM
TO
USA
IN ONE LIFETIME!


FROM
IN ONE DECADE!
1960's
1970's
TO
E OLDE
EIGHBORHOOD
CHOOLS
TROUBLED CITY
GREAT
COMMUNITY
SCHOOLS
REVITALIZED, STABLE CITY

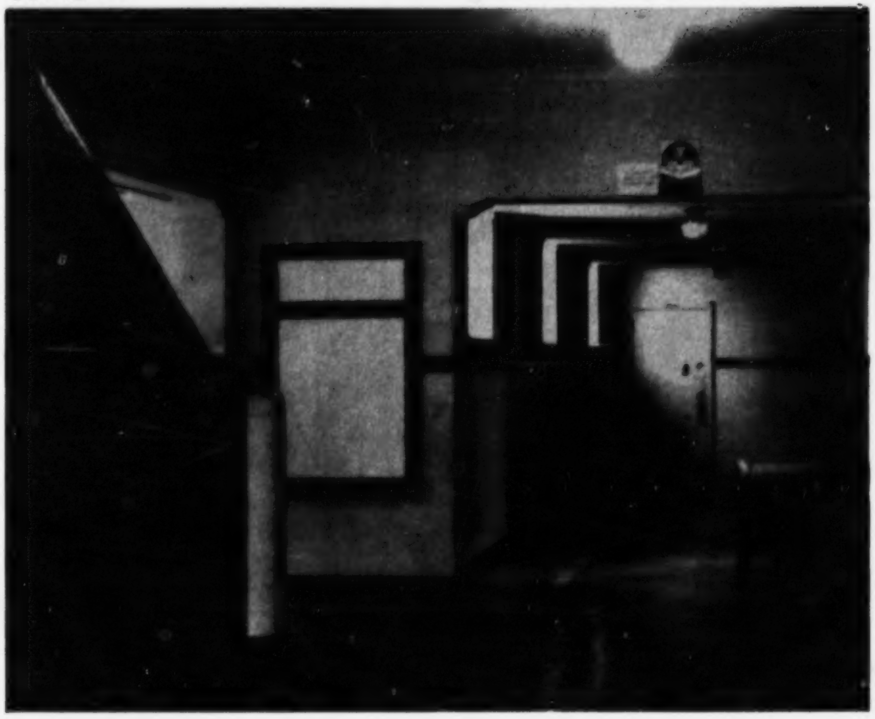
EDED IS A QUANTUM LEAP IN EDUCATION..
S THAT GREATLY ENRICH THE LIVES OF ALL CITIZENS!

School must be as exciting as educat
is exciting, and what comes first
chicken or egg -- is really unimporta
The building can be as varied and col
ful as a personal relationship. Ab
all, it must have intimate scale an
sense of freedom -- to look outside,
move about, to choose where and when
study, to think independently, to f
one's special meaning and involvement
a place where life is really lived
whether school, city or home.

Benjamin Thomp

the school of tomorrow

THIS...



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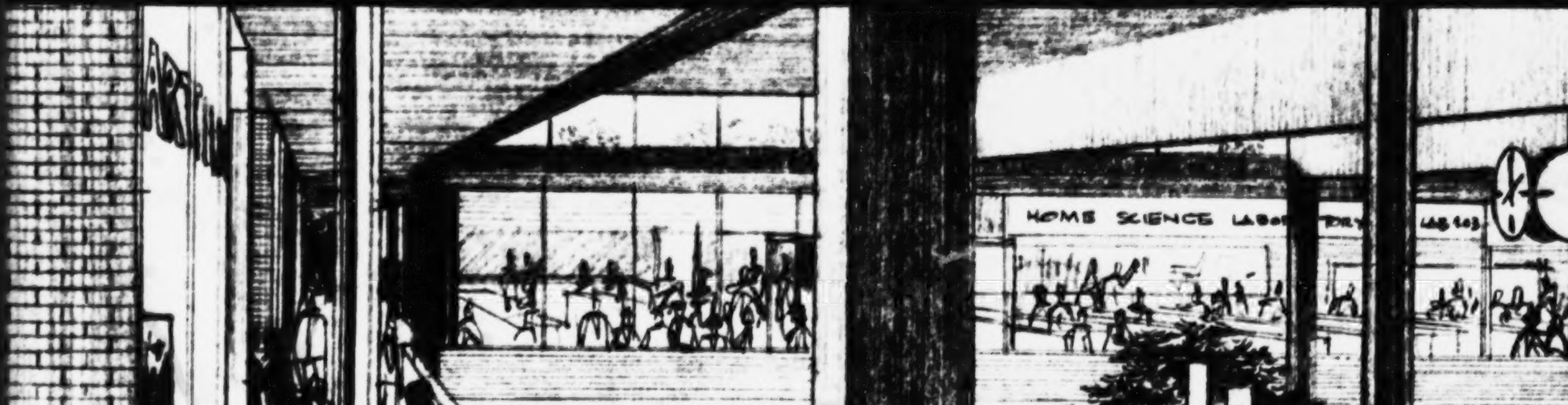

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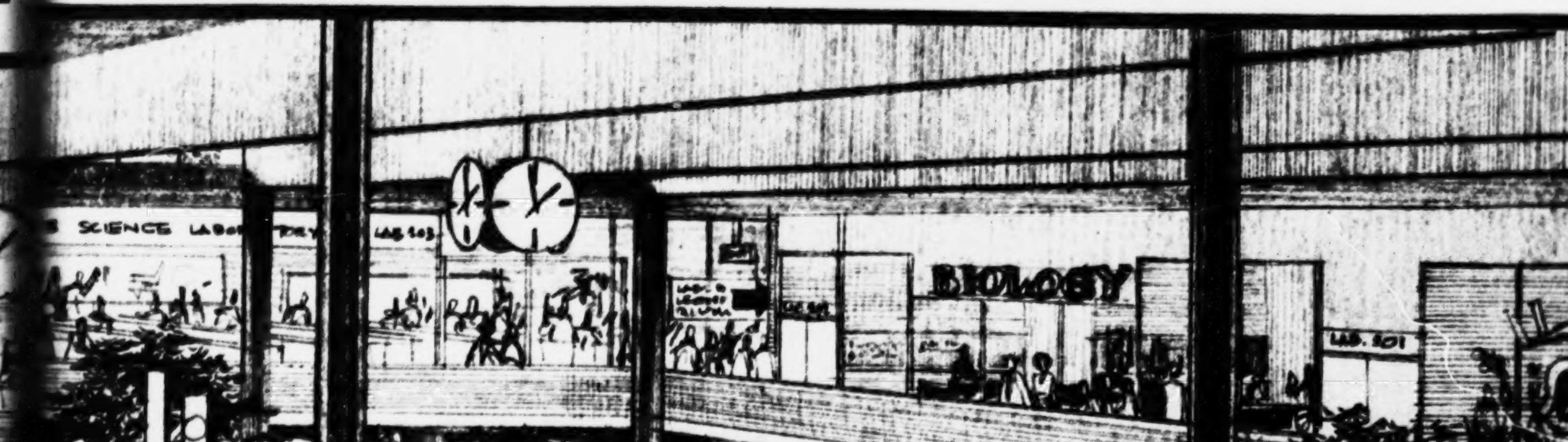
pecial meaning and involvement in
where life is really lived --
school, city or home.

Benjamin Thompson

he school
tomorrow

But this is not all. The school should be seen not merely as a place for traditional educational experiences, but also as a shopping center of cultural, recreational, and social services. The auditorium and the theater in the school provide excellent settings for neighborhood and community groups to gather for presentations, debates, town meetings, and the like.

Business and industry will find the facilities convenient and excellent for meetings and instruction. A father and his son will build a project together in the shops in the evening. The libraries will be coordinated with the city library system to supplement each other for superior resources to every citizen. Older folks will find the community theater and meeting rooms useful for social functions; and the school can use the patience, sensitivity and the long experience an older person can bring to many learning situations. Because these great schools will be located on major transportation routes, they will be accessible to all. Air condi-



tioned for year around use, they will be "the peoples college, their town hall, their cultural center, their country club, their school". (Harold Gores)

THESE THINGS WILL NOT HAPPEN EASILY, NOR WILL THEY OCCUR IF EDUCATION "GOES IT ALONE." A LARGE SCALE EFFORT AT COORDINATION AND COOPERATION IS ESSENTIAL.

The Consolidated Community Schools will be such schools. They will operate day and night, year around. They will be open in the evening, weekends, holidays and all summer. The "openness" will extend beyond being merely available. The multitude of fascinating projects that go on in schools will be made visible -- walls eliminated, glass substituted for brick, galleries built through shops, kitchens and choirs -- with the public walking through comfortable corridors containing displays and students at work.

The music facilities in a scho
many happy hours of apprecia
development for all from the
the elderly. Groups of youn
like to organize their own band
Music classrooms would be an
which to practice, tape, listen
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ties for the ordinary citizen
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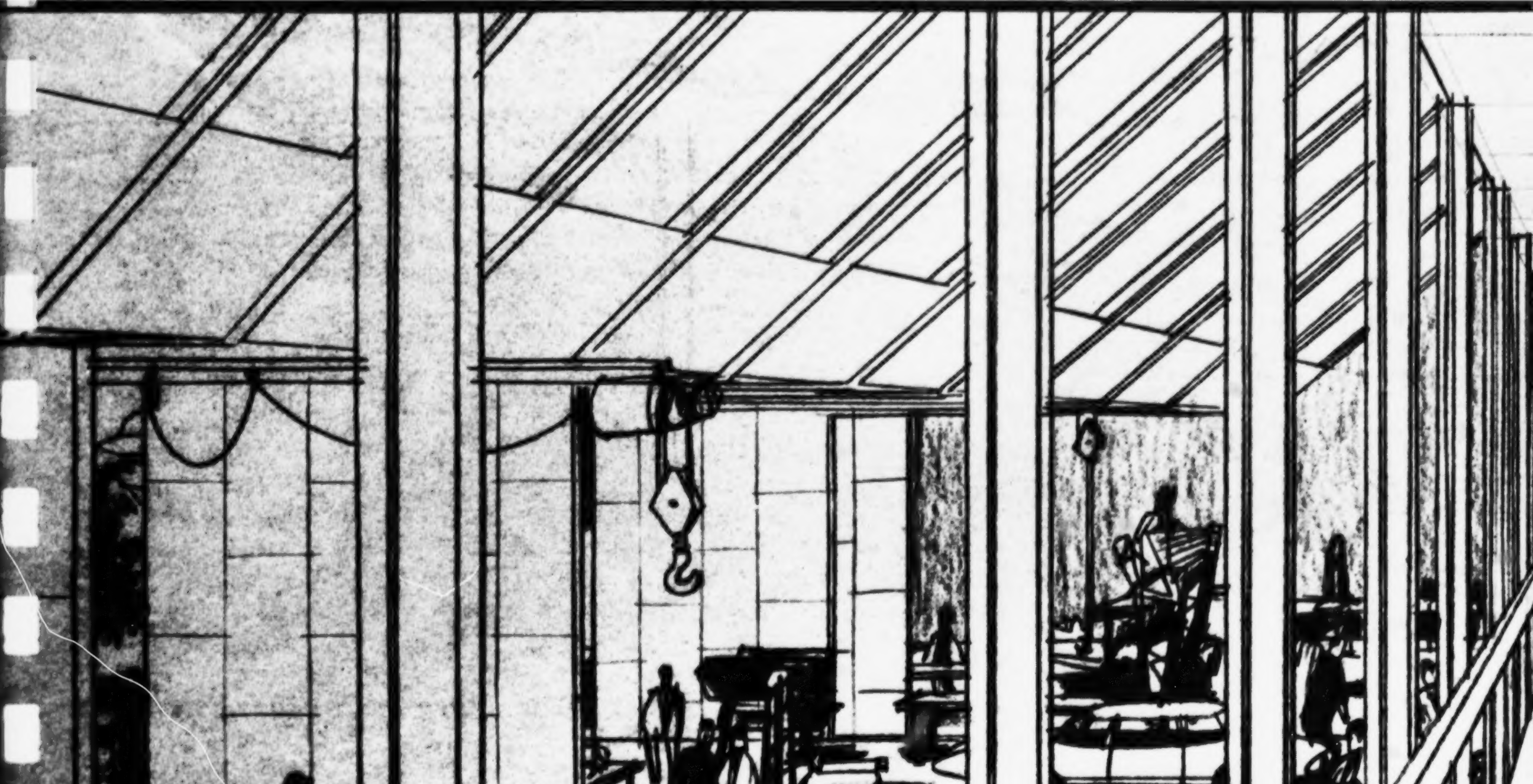
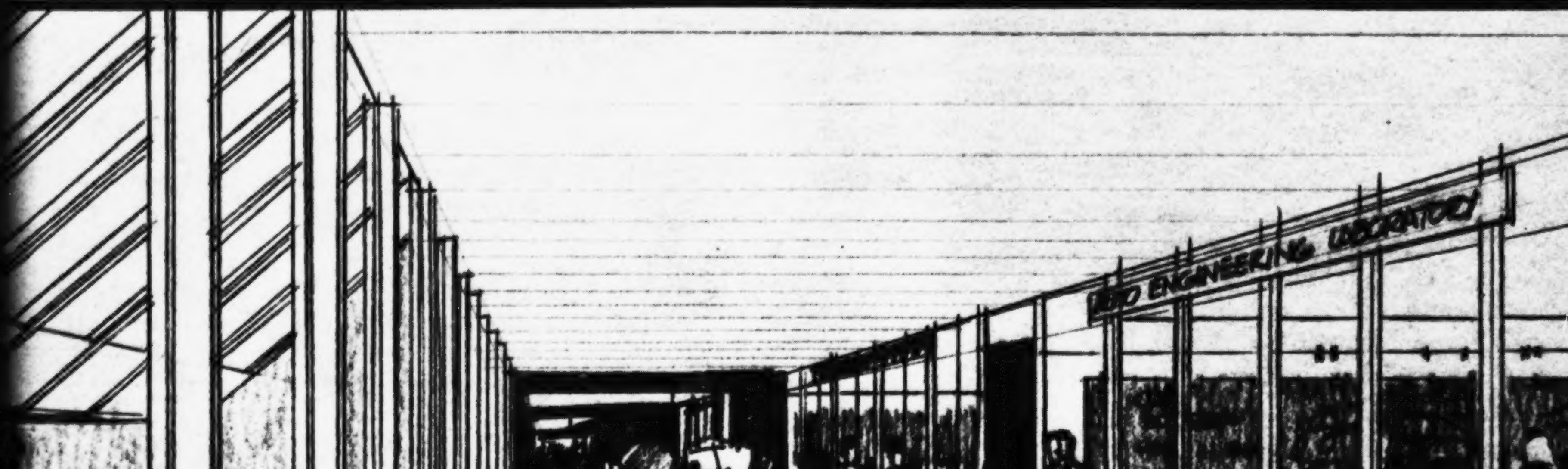


music facilities in a school can provide happy hours of appreciation and skill lopment for all from the very young to elderly. Groups of young people often to organize their own band combinations. c classrooms would be an ideal spot in h to practice, tape, listen, and evaluate r progress. The art facilities, the home omics rooms, science, mathematics and r areas all provide many fine opportuni- for the ordinary citizen to learn more t his environment and to develop talents interests or simply to explore.

THIS...

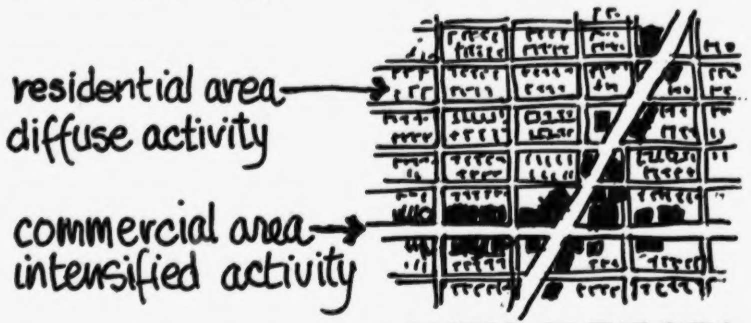
OR THIS...



city structure and school location

Where should Consolidated Community Schools be located in order to achieve a strong relationship with the activities in the sector of the city each serves?

Community activity (people doing things in close proximity) doesn't occur in equal frequency throughout the city -- some areas are quiet; some are very busy, according to the kind of activity. If a school is to be a bustling community of activity in itself, then it seems logical that the school would benefit by being in the busiest area in its part of the city.


residential area
diffuse activity
commercial area
intensified activity

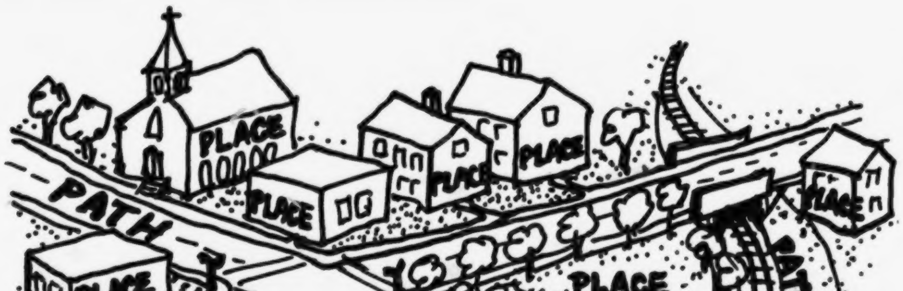
A SECTOR OF THE CITY

Better understanding of this concept is possible upon further analysis of the physical structure of the city. The complexity of a city structure can be reduced by examining several important factors in its organization.

PLACES and PATHS are the two basic physical elements in the city.

PLACES are areas of activity such as houses, offices, shopping centers, schools and parks.

Places are connected by **PATHS** such as streets, railroads, and corridors.


PLACE
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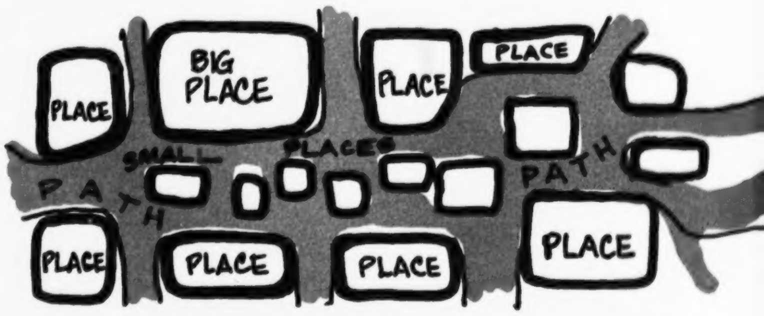
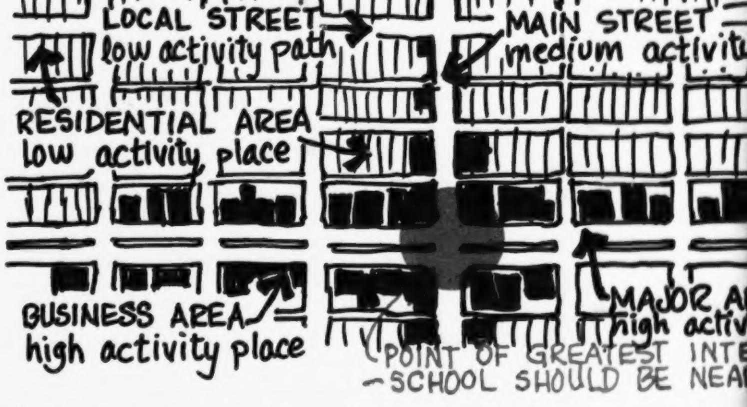
PLACE
PLACE
PATH
PATH
PATH

Sometimes places and paths are so c
connected that one can hardly tell wh
which, such as a shopping mall, where
are moving through a shopping place
and selling goods. The path become
place; the place becomes the path.


BIG PLACE
PLACE
PLACE
PLACE
PLACE
PLACE
PLACE
PLACE
SMALL PLACES
PATH
PATH

A BUSY SHOPPING CENTER...

It is at the junctures of paths and p
that urbanity reaches a high level. The
a path becomes a place, the more often v
ty, excitement, interaction, spontaneity
tensity and a great range of choices are
sible and thus the more truly urban a
tion in the city becomes.


LOCAL STREET
low activity path
MAIN STREET
medium activit
RESIDENTIAL AREA
low activity place
BUSINESS AREA
high activity place
MAJOR A
high activ
POINT OF GREATEST INTE
-SCHOOL SHOULD BE NEA

Schools can be exciting urban places in
selves and in their community.

The school that operates day and nig
year around with a good deal of traffi
all ages of people plays an extraor
role in the community. In cities like
Michigan, where the concept of the com
school has strong roots, the school is
an effective tool for increasing comm
tion in the city and building a sense o
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on

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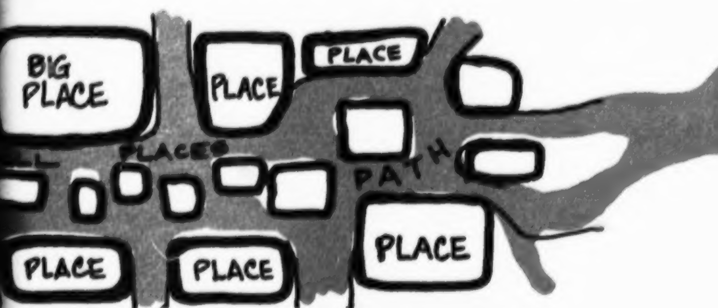
the place becomes the path.


BIG PLACE
PLACE
PLACE
PLACES
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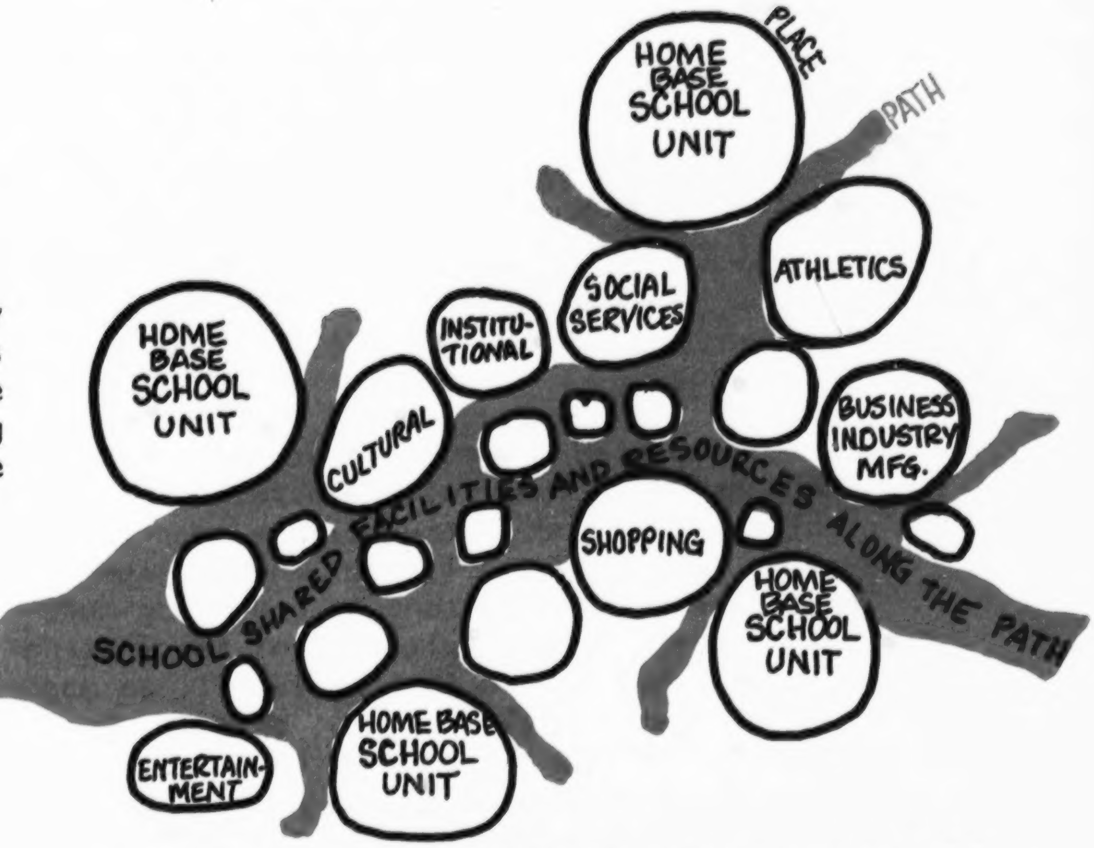
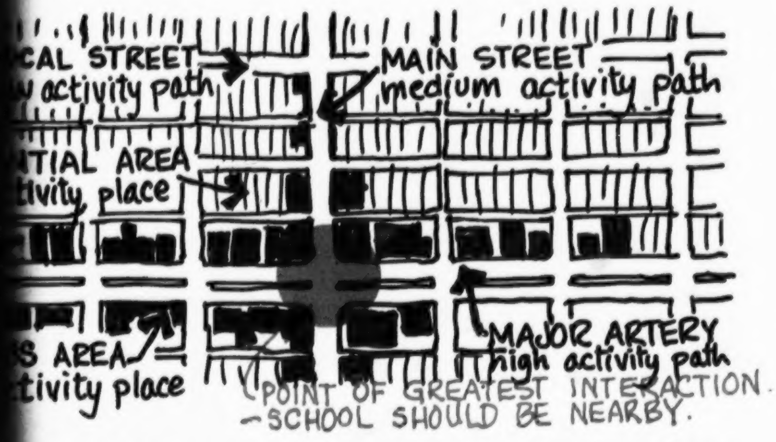
PLACE
PLACE
PLACE


HOME BASE SCHOOL UNIT
PLACE
PATH
SOCIAL SERVICES
ATHLETICS
INSTITUTIONAL
HOME BASE SCHOOL UNIT
CULTURAL
BUSINESS INDUSTRY MFG.
SCHOOL SHARED FACILITIES AND RESOURCES ALONG THE PATH
SHOPPING
HOME BASE SCHOOL UNIT
ENTERTAINMENT
HOME BASE SCHOOL UNIT

BUSY SHOPPING CENTER... ...COULD BE A BUSY EDUCATIONAL CENTER...

t the junctures of paths and places
banity reaches a high level. The more
becomes a place, the more often varie-
itement, interaction, spontaneity, in-
and a great range of choices are pos-
and thus the more truly urban a func-
the city becomes.


CAL STREET
w activity path
MAIN STREET
medium activity path
TIAL AREA
tivity place
MAJOR ARTERY
high activity path
S AREA
tivity place
POINT OF GREATEST INTERACTION
-SCHOOL SHOULD BE NEARBY.

can be exciting urban places in them-
and in their community.

ool that operates day and night all
round with a good deal of traffic from
s of people plays an extraordinary
the community. In cities like Flint,
n, where the concept of the community
has strong roots, the school is indeed
ctive tool for increasing communica-
the city and building a sense of com-

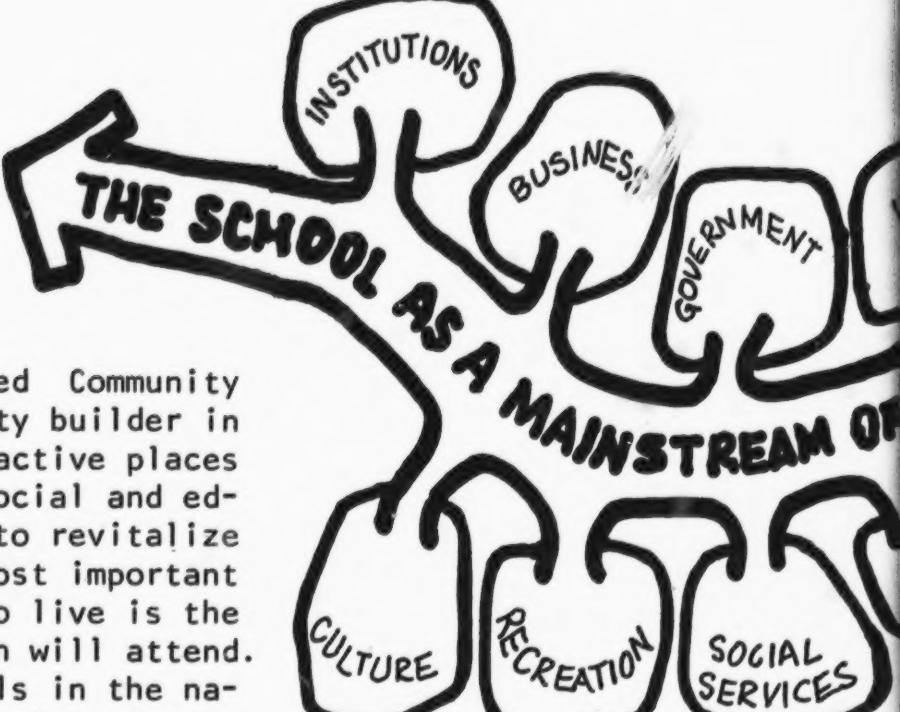
THE SCHOOL AS A 'PATH/PLACE'

Perhaps the school could be even more effective in its community by being more than just an exciting PLACE within its walls. If the school were located along a busy PATH through its community, such as the main business street full of public activities both day and night, then the school could become more urban, both inside and out, to wit:

1. It would be highly accessible to public transportation as well as to the automobile and the pedestrian.

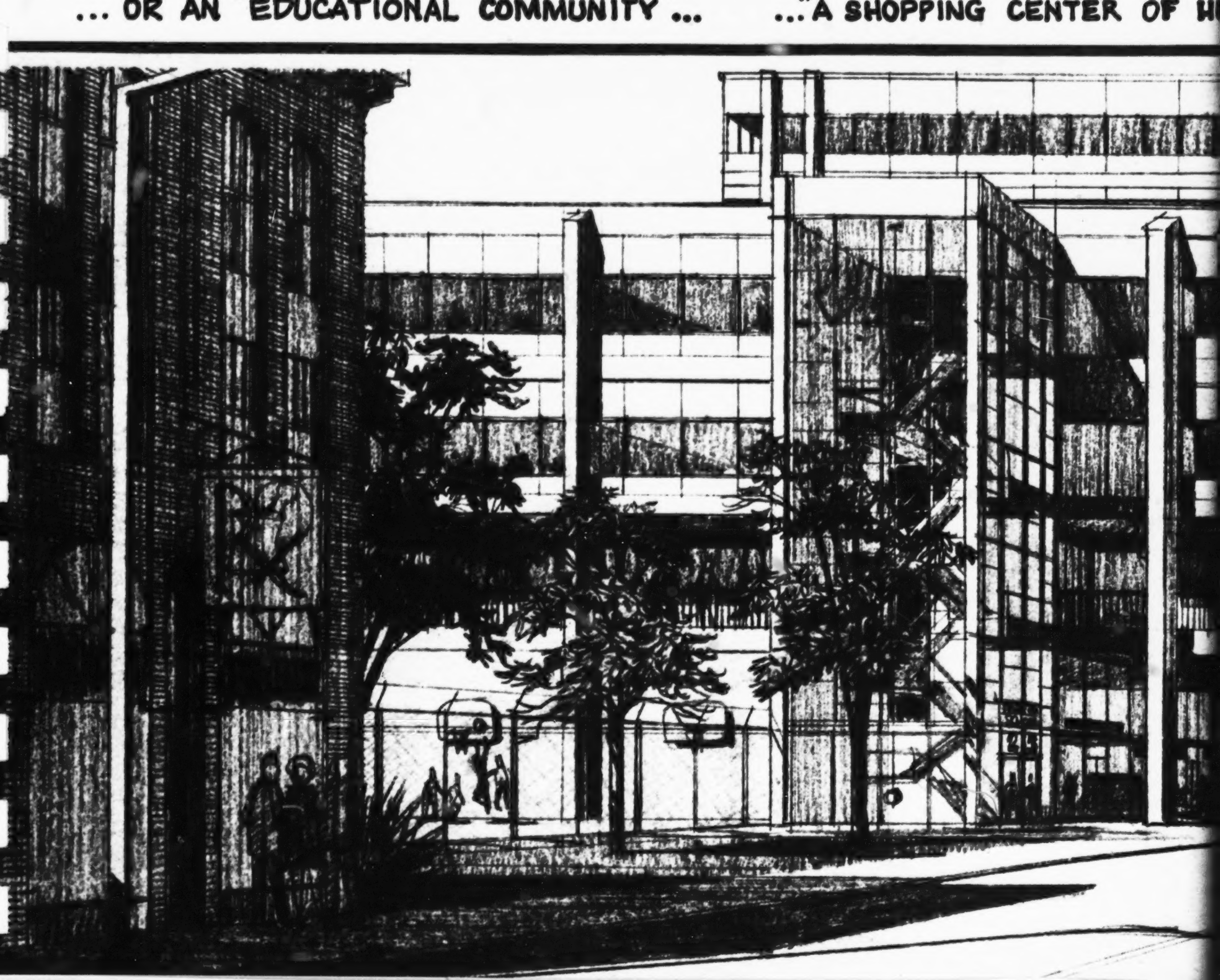
2. By being a physical part of the activity center, the school could be more visible and open both day and night. Those using the shopping street would use the school; those using the school would use the shopping street. The school will reflect the pride of the people using it through its bustling activity.

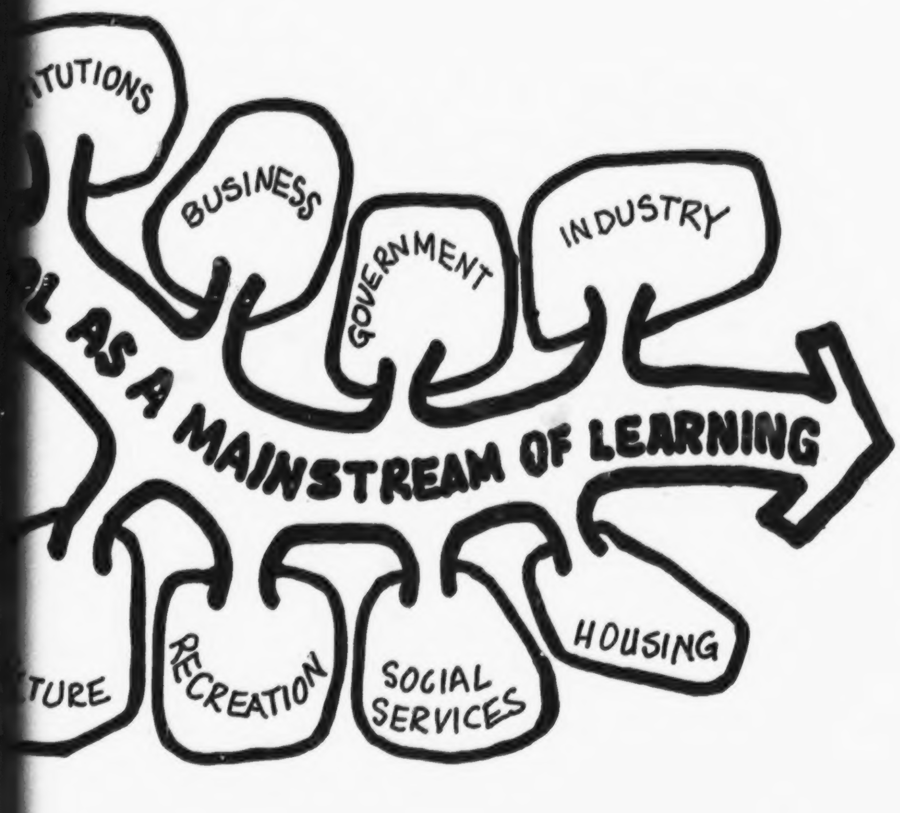
3. The location of Consolidated Community Schools in "target" areas of the city could effectively reduce or alleviate the high incidence of social problems. The community which feels it is a working part of the school will strive to protect it, rather than break its windows.


INSTITUTIONS
BUSINESS
GOVERNMENT
THE SCHOOL AS A MAINSTREAM OF
CULTURE
RECREATION
SOCIAL SERVICES

The net effect of Consolidated Community Schools would be that of a city builder in making neighborhoods more attractive places to live. The school becomes a social and educational tool used by planners to revitalize the city. One of the single most important factors in choosing a place to live is the school that the family's children will attend. If it is one of the great schools in the nation and further is a true community center, the school can be a powerful tool for urban progress.

... OR AN "EDUCATIONAL COMMUNITY"... ..."A SHOPPING CENTER OF H

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INDUSTRY
L AS A MAINSTREAM OF LEARNING
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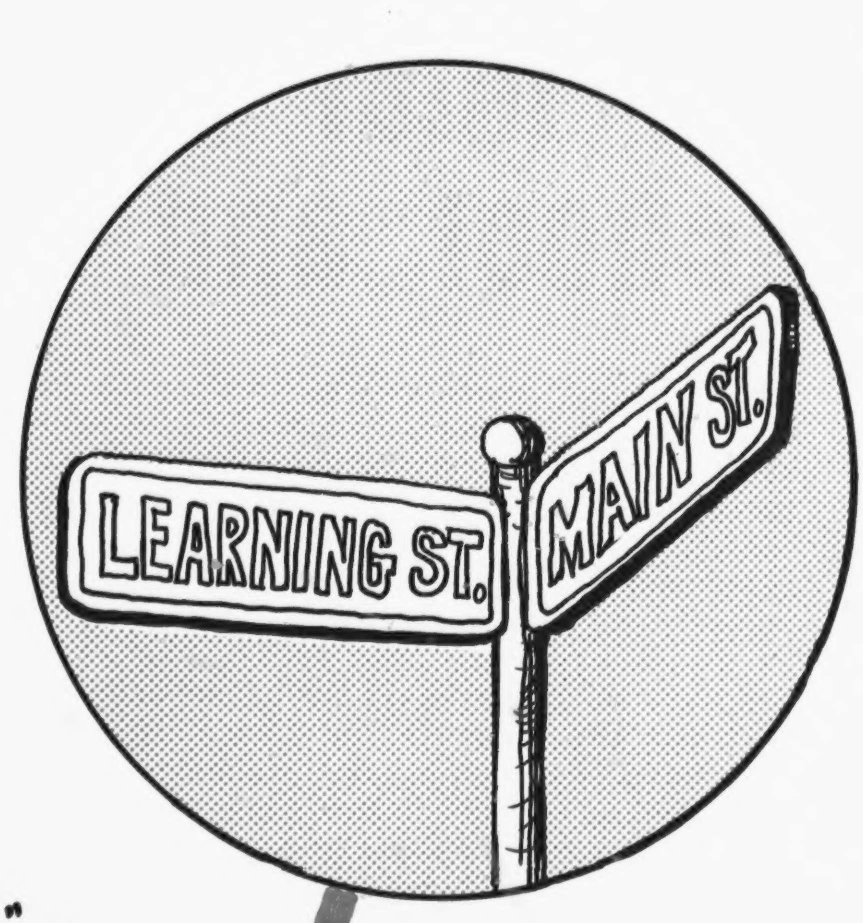
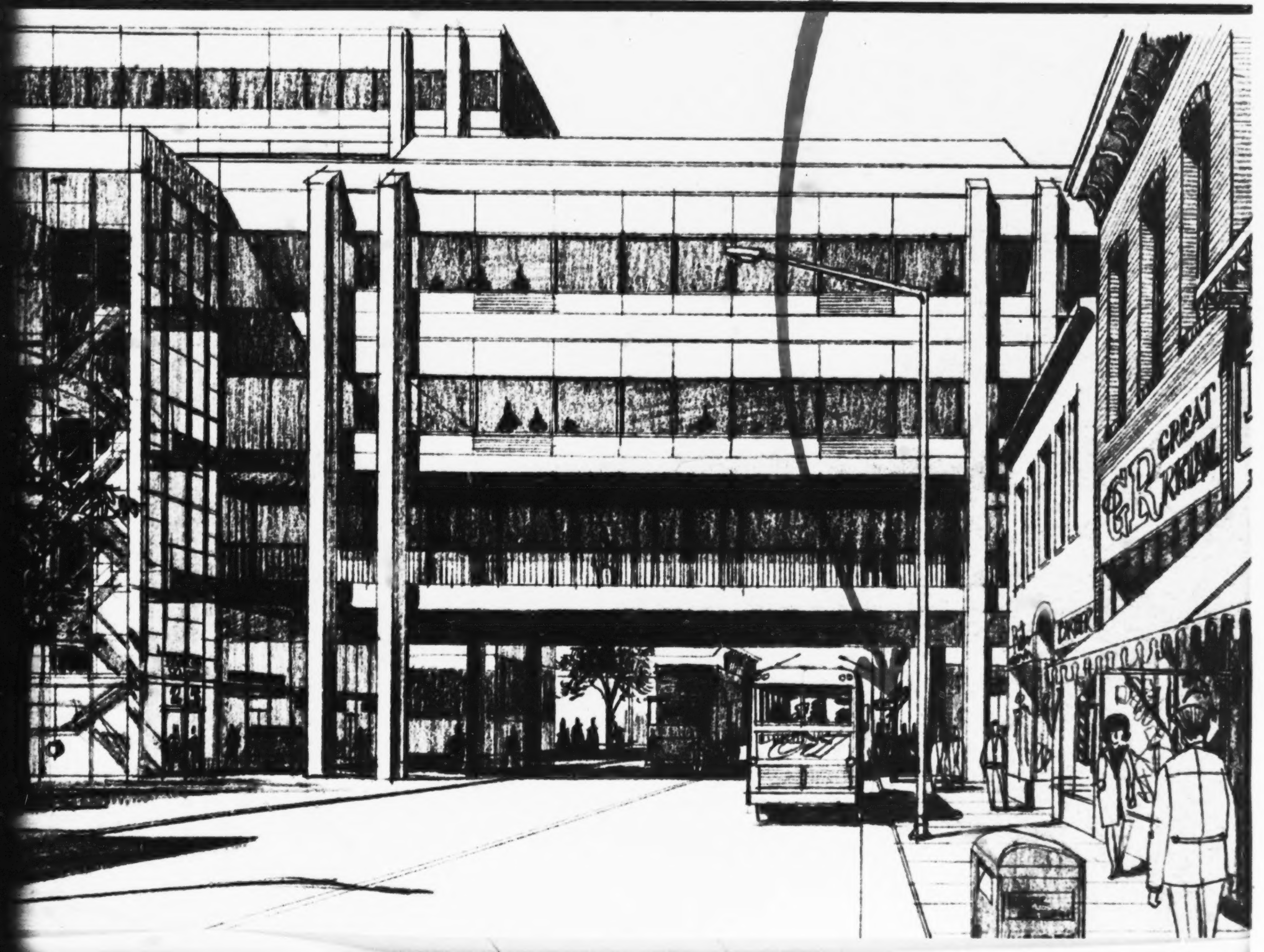
RECREATION
SOCIAL SERVICES
HOUSING


LEARNING ST.
MAIN ST.

SHOPPING CENTER OF HUMAN SERVICES"...



the total picture: school and city

Our democracy enables us to conduct our affairs as individuals, to build our buildings as individuals. People and institutions seem to be most secure in what sociologists call "defensible space" -- carving out one's own space and putting a wall or a fence around it.

But this characteristic is often abused, usually for the worse in the city. Institutions and agencies much prefer planning separately to planning jointly; building in isolation from one another rather than building jointly; and, conducting their affairs repetitiously rather than in a coordinated effort.

! YARD BALL
PLAYING
BY ORDERS
ST. PAUL POLICE DEPT.

Such is the plight of the city environment. Public and private efforts often become noncoordinated, misdirected, misused, and inefficient, frequently negating the very purpose for which the efforts were initiated, much to the innocent ignorance of their creators! Thus, it is vital to the quality of life in the city that its planners and builders become more conscious of the city infrastructure, its need for coordinated development, and its effect upon the well balanced operation of the city.

A number of community agencies and d
ments of government are concerned wi
quality of life in the city. These inc

City Planning Board
Housing and Redevelopment Authority
Association of St. Paul Communities
Other neighborhood organizations
Health Department
Parks and Recreation
Library System
St. Paul Public Schools
Non-public schools
Ramsey County Welfare
Community Health and Welfare Planning C
Private health, welfare and recreatio
gencies
and many others

> *If a single trend stands out most clearly as a development of present times, it is probably the condition which someone has characterized as 'calculated interdependence.' No agency or individual operates alone or independently any longer. The keynote in social progress lies, in fact, in successfully related individual efforts to mutual or overlapping interests.*
>
> University of the State of New York
> "Emerging Library Systems"

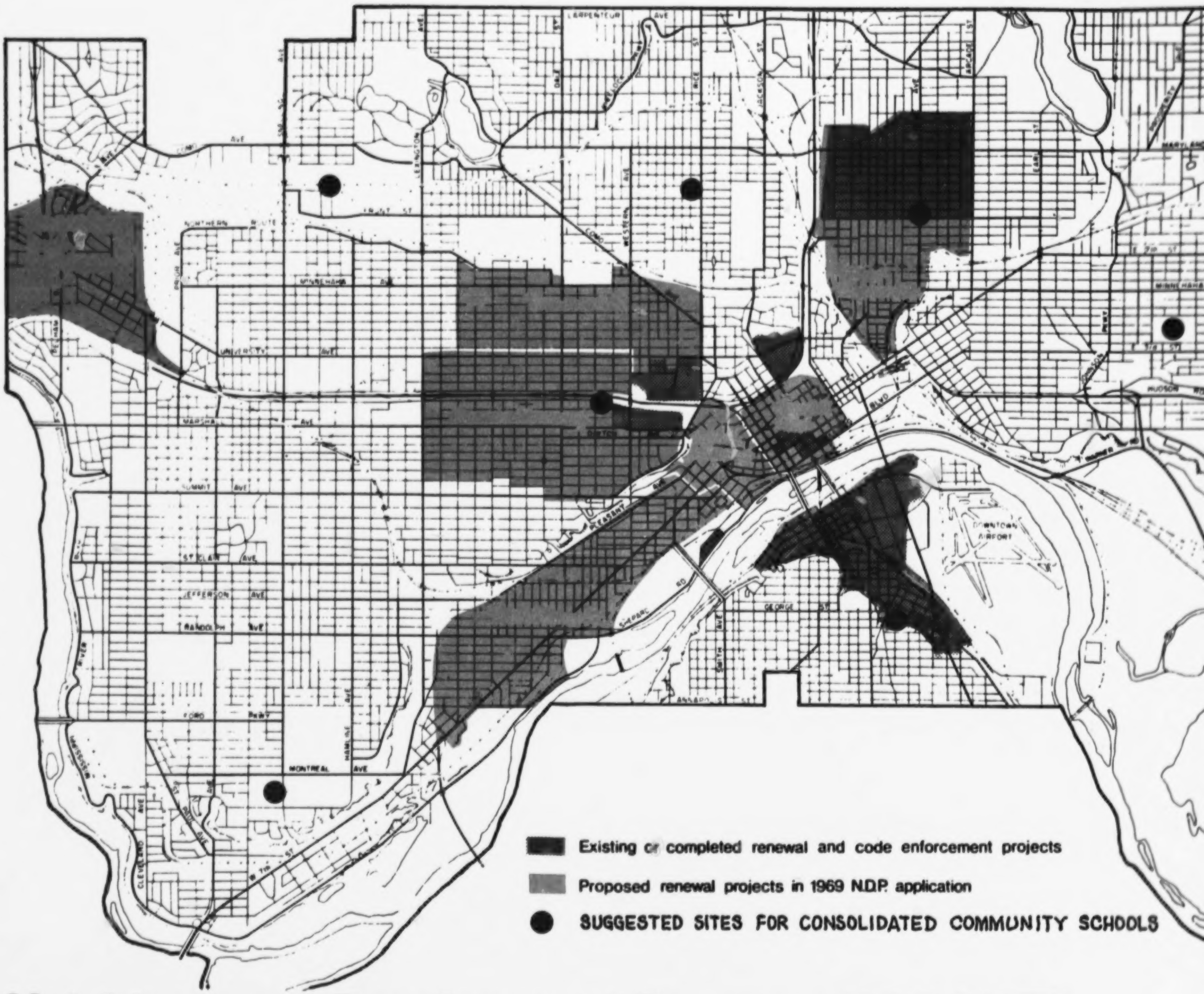
f community agencies and depart-
overnment are concerned with the
life in the city. These include:

ng Board
Redevelopment Authority
of St. Paul Communities
borhood organizations
rtment
ecreation
tem
blic Schools
schools
ty Welfare
ealth and Welfare Planning Council
lth, welfare and recreational a-

hers

The Metropolitan Council and the Metropolitan Transit Commission cannot be overlooked. All of these organizations are busy planning in the various areas for which they have responsibility. Few of these organizations have an overall responsibility for planning. Those who do are fully aware of the frustrations in a coordinated cooperative approach.

The need for good planning is important. When public funds and private investments are made in facilities, it is in the best interests of all to avoid duplication in providing a full range of services. This cannot be done without coordinated planning. Because schools work with great numbers of people, represent the largest public expenditures, and have many kinds of facilities, they must take the initiative.


DOWNTOWN AIRPORT
▇ Existing or completed renewal and code enforcement projects
▨ Proposed renewal projects in 1969 N.D.P. application
● SUGGESTED SITES FOR CONSOLIDATED COMMUNITY SCHOOLS

Neighborhood Development Program 1969 / 1970

Housing and Redevelopment Authority of the City of Saint Paul, Minnesota, March, 1969

A new birth of participatory democracy is now under way in many urban centers. Residents of renewal areas and neighborhood groups are not content to be told what will happen to their portion of the city. They demand to be consulted, and this is highly desirable. They can and should aid in this process. The result will be more satisfying to the citizenry and the solutions more creative. Community councils formed about Consolidated Community Schools could bring schools and policies right to the people for direct involvement and participation.

If it were the national
to empty our cities of pa
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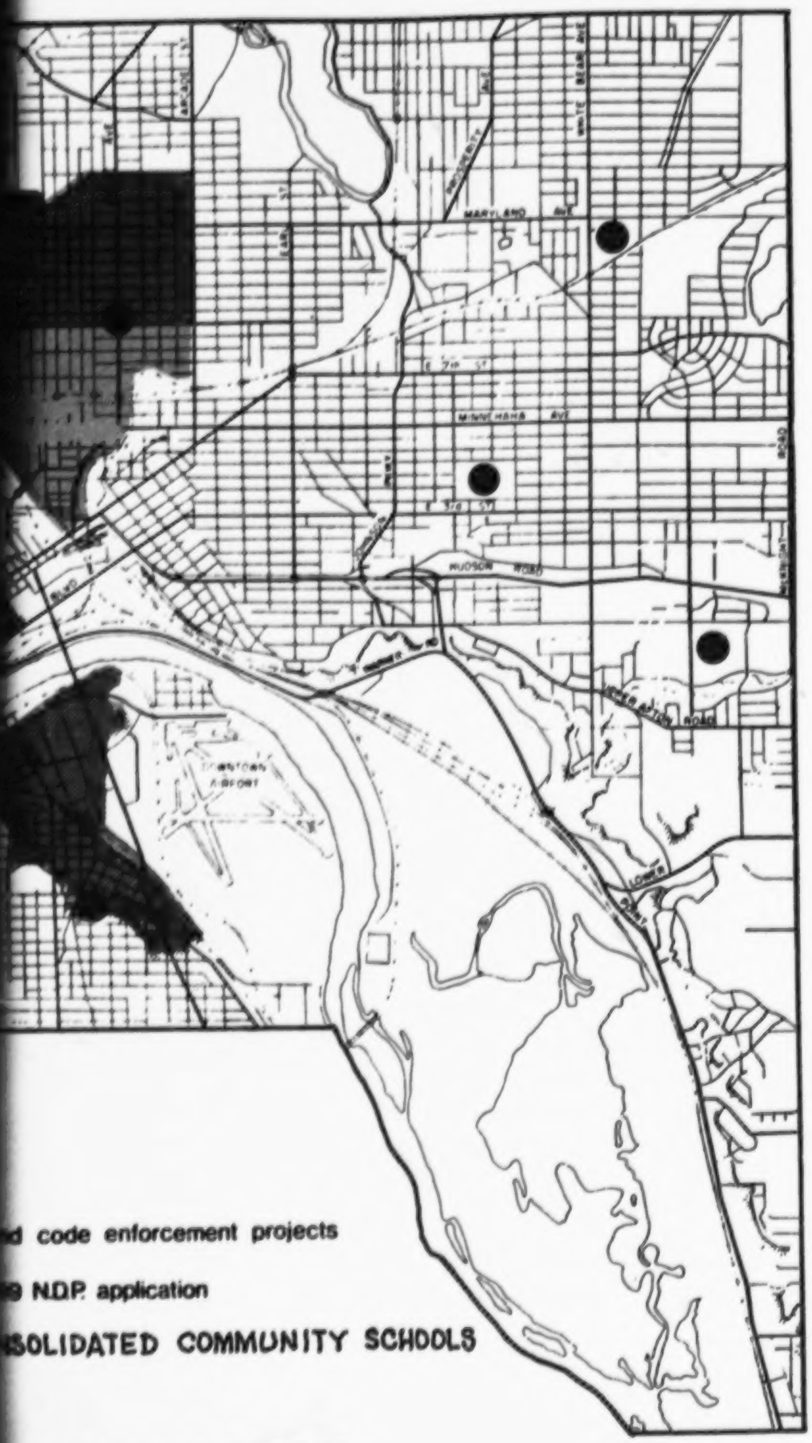
is a masonry fortress af
sea of blacktop bounded
clone wire fence with tw
ball hoops, is the ideal in
Add to the hostile schoolh
mounting danger in the str
you have the best combinatio
worlds best reasons for ge
of town as soon as you can
if you have children.

Harold



1969 / 1970
nnesota, March, 1969

> *If it were the national intention to empty our cities of parents and children, the city schoolhouse that is a masonry fortress afloat on a sea of blacktop bounded by a cyclone wire fence with two basketball hoops, is the ideal instrument. Add to the hostile schoolhouse, the mounting danger in the streets, and you have the best combination of the worlds best reasons for getting out of town as soon as you can afford it if you have children.*
>
> Harold B. Gores

summary

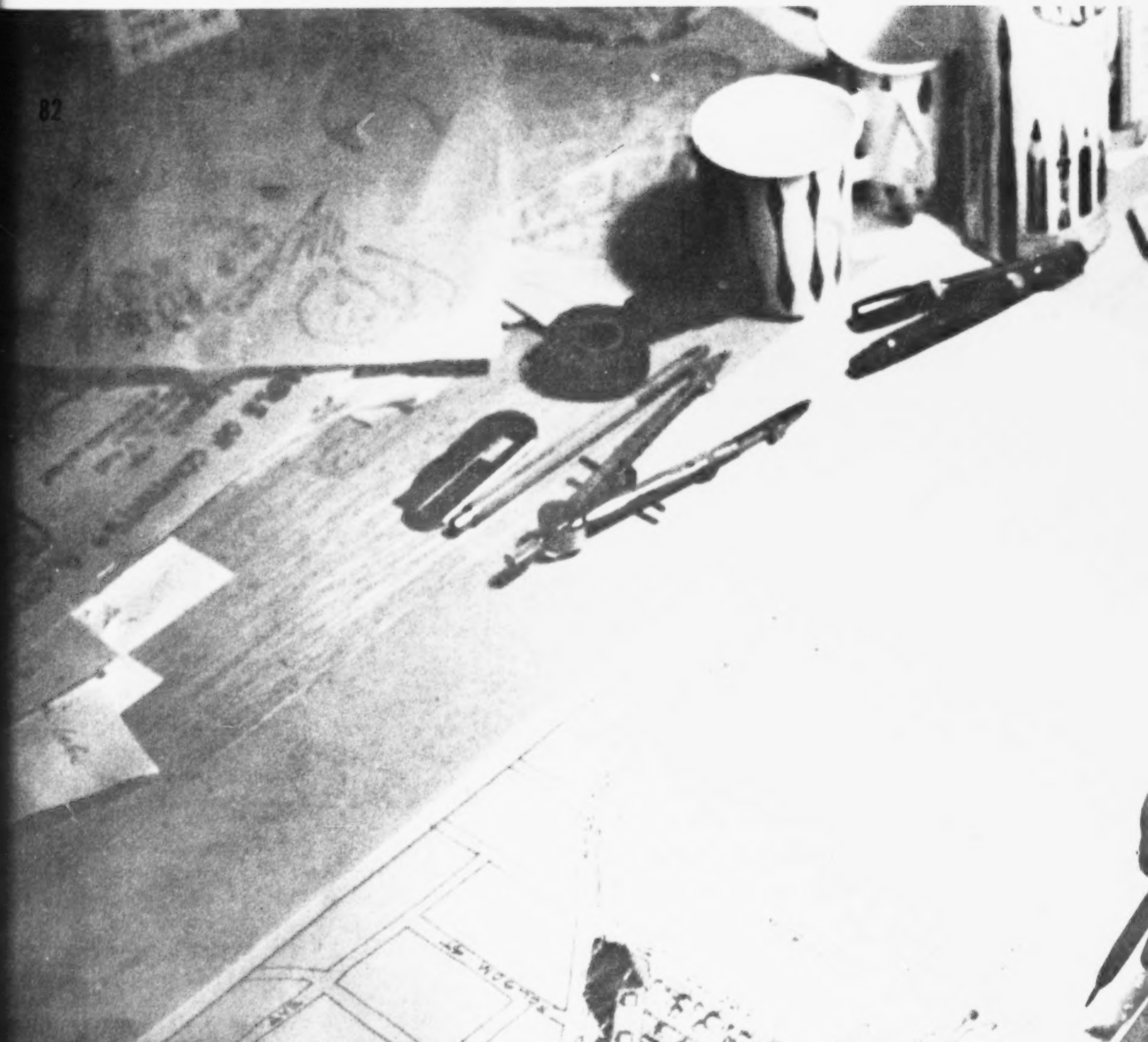
Today the spotlight is on both education and the city. There is a vision of the city and the school lifting themselves in a cooperative venture to new levels that make urban areas a desired and stimulating place in which to live. And it's already happening in some cities.

Presently people are shunning the city for the suburbs. St. Paul can avoid the route of other large cities. It has some lead time and its problems are of a manageable nature.

Education is a lifelong undertaking. At every age people need information, retraining and cultural experiences. Senior citizens, parents, and the working man can enjoy the programs and facilities that schools make available.

The schools described in these plans will be a powerful force in their communities in attracting people because the scope of their programs will act as magnets. People will move simply to get their children into such a school and to participate in the around the year use. Consolidated Community Schools will be lit up at night and be a focus of activity for all ages. As such they could help to stabilize neighborhoods.

The success of the city is measured by the desire of people to live in it. Schools are deeply involved in the urban age. The narrow concept of school as a collection of classrooms with high walls remote from the people will be replaced by Consolidated Community Schools that truly aid the search by men and communities for integrity and humanness.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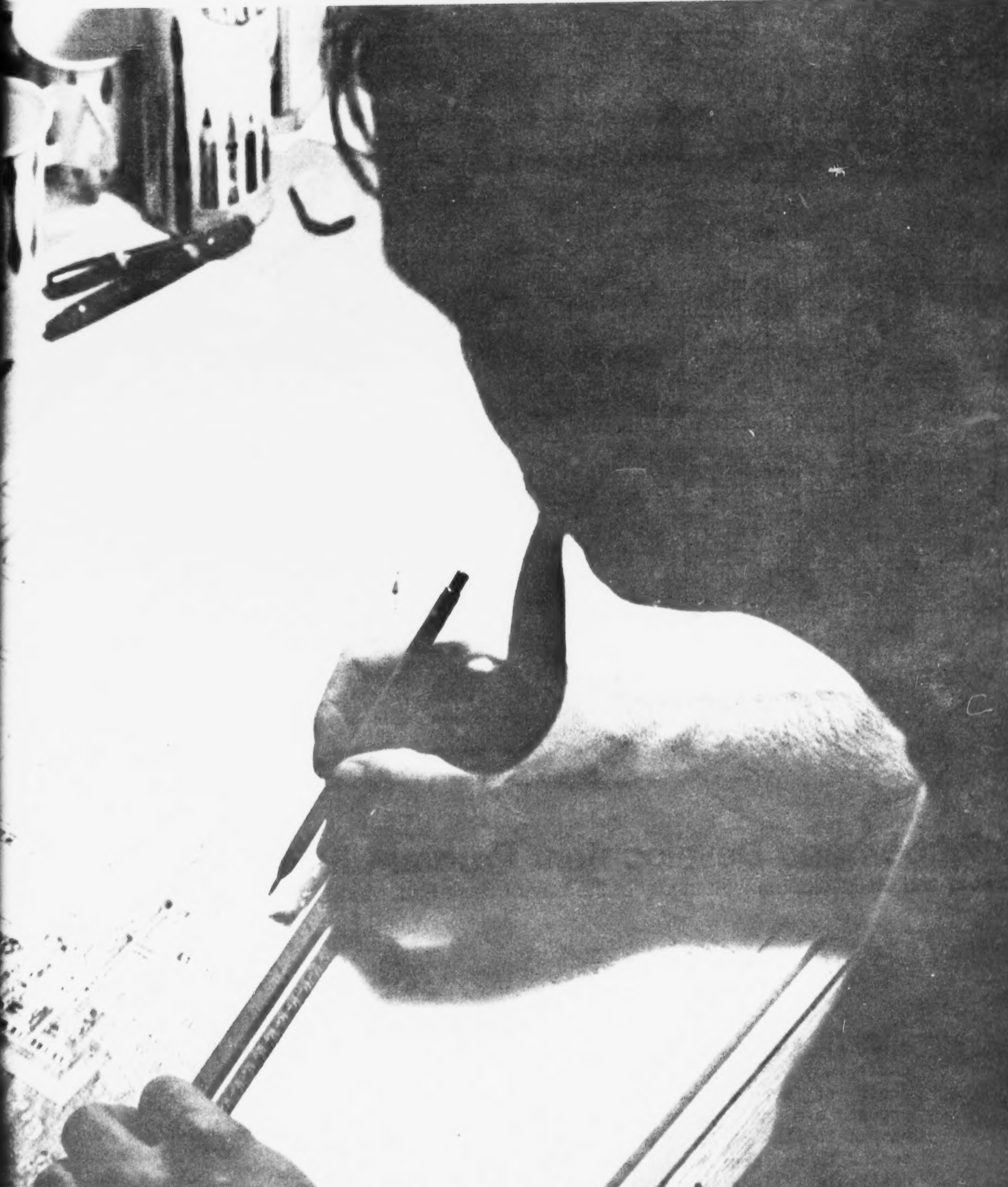
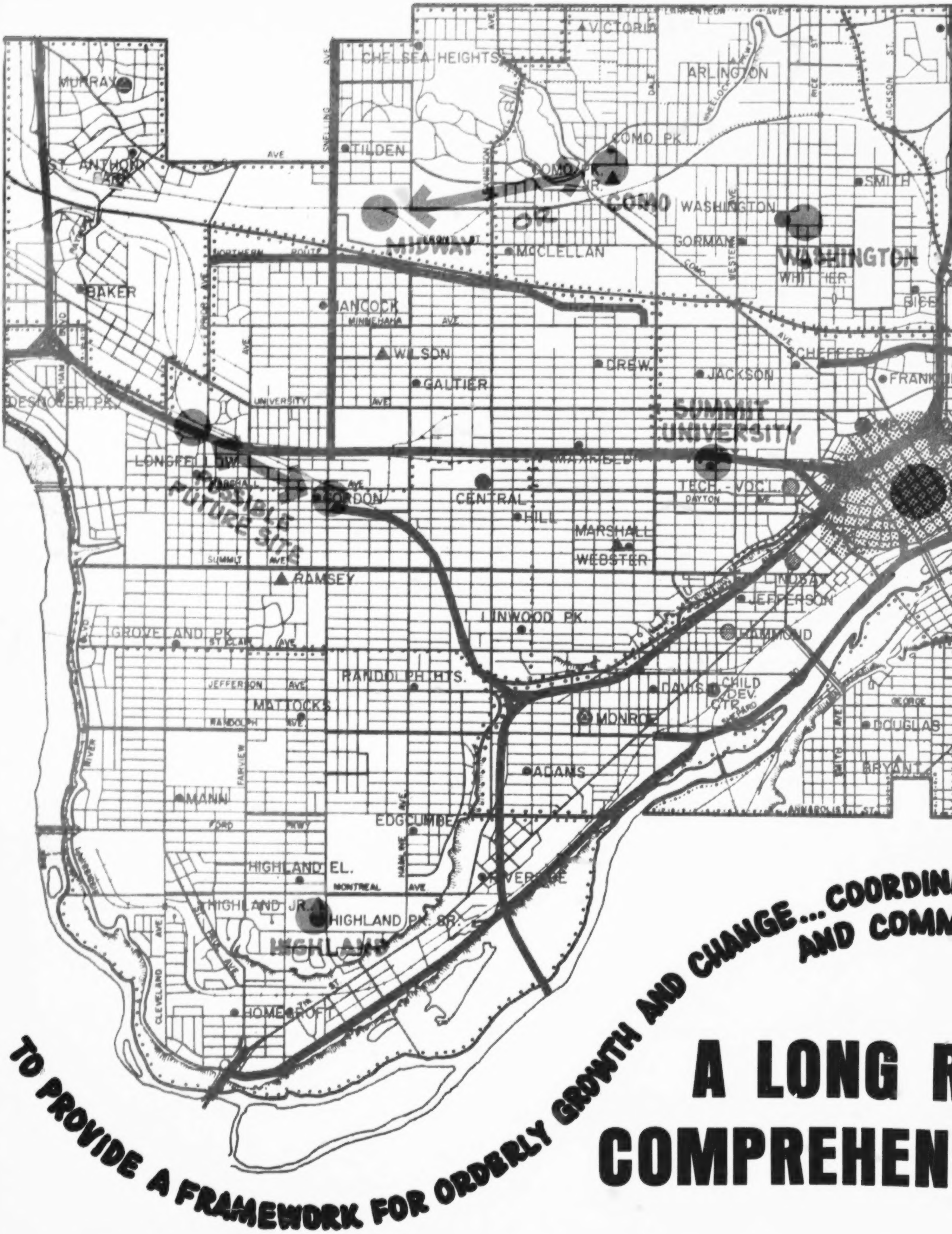
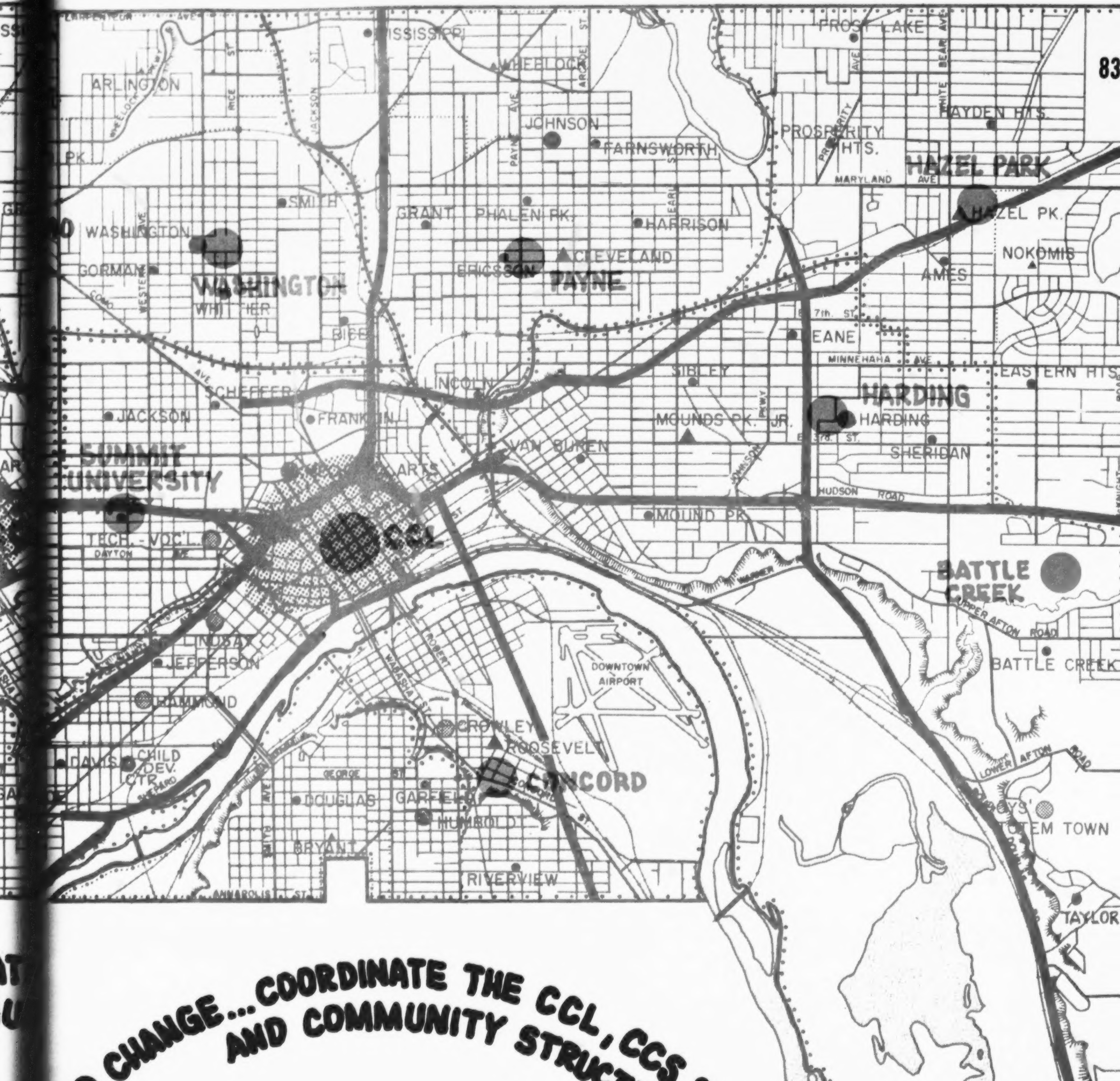
AVON ST.




VICTORIA
CHELSEA HEIGHTS
ARLINGTON
MURRAY
TILDEN
COMO PK.
ST. ANTHONY PARK
COMO
MIDWAY
WASHINGTON
SMITH
GORMAN
WHITTIER
MC CLELLAN
BAKER
HANCOCK
MINNEHAHA AVE.
NORTHERN ROUTE
WILSON
DREW
JACKSON
SCHEFFER
FRANKLIN
GALTIER
DESNOYER PK.
UNIVERSITY AVE
SUMMIT UNIVERSITY
LONGFELLOW
MAXFIELD
POSSIBLE FUTURE SITE
GORDON
CENTRAL
HILL
TECH.-VOC'L.
DAYTON AVE
MARSHALL
WEBSTER
SUMMIT AVE
RAMSEY
LINDSAY
JEFFERSON
LINWOOD PK.
GROVELAND PK.
ST. CLAIR AVE
HAMMOND
RANDOLPH HTS.
JEFFERSON AVE
MATTOCKS
RANDOLPH AVE.
DAVIS
CHILD DEV. CTR.
MONROE
DOUGLAS
BRYANT
ADAMS
MANN
FORD PKWY
FAIRVIEW
EDGCUMBE
HIGHLAND EL.
MONTREAL AVE
RIVERVIEW
HIGHLAND JR.
HIGHLAND PK. SR.
HIGHLAND
CLEVELAND AVE
HOMECROFT
7TH ST
ANNAPOLIS ST.

TO PROVIDE A FRAMEWORK FOR ORDERLY GROWTH AND CHANGE... COORDINA
AND COMM

A LONG R
COMPREHEN


MISSISSIPPI
WHEELOCK
ARLINGTON
JOHNSON
FARNSWORTH
FROST LAKE
HAYDEN HTS.
PROSPERITY HTS.
HAZEL PARK
HAZEL PK.
NOKOMIS
AMES
SMITH
GRANT
PHALEN PK.
HARRISON
WASHINGTON
GORMAN
CLEVELAND
ERICSSON
PAYNE
WHITTIER
BIGE
DEANE
SIBLEY
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SHERIDAN
SUMMIT UNIVERSITY
ARTS
VAN BUREN
MOUND PK.
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LINDSAY
JEFFERSON
DOWNTOWN AIRPORT
HAMMOND
CROWLEY
ROOSEVELT
DAVIS
CHILD DEV. CTR.
CONCORD
DOUGLAS
GARFIELD
HUMBOLDT
BRYANT
RIVERVIEW
TOTEM TOWN
TAYLOR
MARYLAND AVE.
MINNEHAHA AVE.
HUDSON ROAD
UPPER AFTON ROAD
LOWER AFTON ROAD
ANNAPOLIS ST.
DAYTON AVE.
GEORGE ST.
WHITE BEAR AVE.
RICE ST.
JACKSON ST.
ARCADE ST.

, AND CHANGE...COORDINATE THE CCL, CCS SYSTEM, AND COMMUNITY STRUCTURE IN

A LONG RANGE
OMPREHENSIVE PLAN

PART FOUR

WHAT IS A CITY?

Previous sections have discussed the rationale and workings of a City Center for Learning and Consolidated Community Schools. This last section introduces a comprehensive long range plan for improving both education and the larger spectrum of urban life in St. Paul Such a plan recognizes the needs of St. Paul and states how, when and where these are to be attained.

A major element in planning to meet urban and educational needs is the requirement that those who are affected by plans should take part in decisions. The St. Paul Citizens Advisory Council for the City Center for Learning began this process. This group listed goals, needs and alternative solutions in the report, *NEW DIRECTIONS FOR EDUCATION IN ST. PAUL*. This present volume provides specific enlargements upon the major recommendations.

> *Reform of the environment is undertaken to defrustrate man's innate capabilities, whether the frustration be by the inadequacies of the physical environment or by the coordinated reflexes of other humans, induced by the inadequacies of the environment.*
>
> R. Buckminster Fuller

A long range plan meets current neec
provides alternates to forseeable as we
unforseen developments. In this cas
plan projects to the year 2000 and prc
for enrollment changes, nonpublic schoo
icy shifts, curricular changes and new
ing - learning processes. An on-goir
evaluation of the plan for societal ar
ucational views is written into the pl
of the overall design.

Enrollment projections to the year 20C
pear in this section, as well as recomm
sites for Consolidated Community Schools

The final portion contains a comprehe
plan outlining the eventual phasing c
Paul's present 85 schools to 9 Consoli
Community Schools and a City Center
Learning.

Schools that become great assets to
communities with high quality prograr
services for all ages are the goal
needs of these times indicate that the
solidated schools existing or being cons
ted in other cities can provide the lev
educational excellence desired at econor
ly feasible costs. However, it is diff
in 1969 to determine needs for the year
with any degree of precision. The compr
sive plan must be periodically evaluate
modified. Finally, as strongly as it
stated, this plan represents the future
cational system only if it is the wish
Paul citizens.

A response form at th

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vironment or by the
ted reflexes of other
induced by the inad-
of the environment.

R. Buckminster Fuller

contents

THE LONG RANGE COMPREHENSIVE PLAN

Planning Process 85

School Population Projections 86

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Recommended Sites 92
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nge plan meets current needs and lternates to forseeable as well as developments. In this case the cts to the year 2000 and provides ment changes, nonpublic school pol- , curricular changes and new teach- ing processes. An on-going re- of the plan for societal and ed- views is written into the phasing rall design.

projections to the year 2000 ap- his section, as well as recommended Consolidated Community Schools.

portion contains a comprehensive ining the eventual phasing of St. esent 85 schools to 9 Consolidated Schools and a City Center for

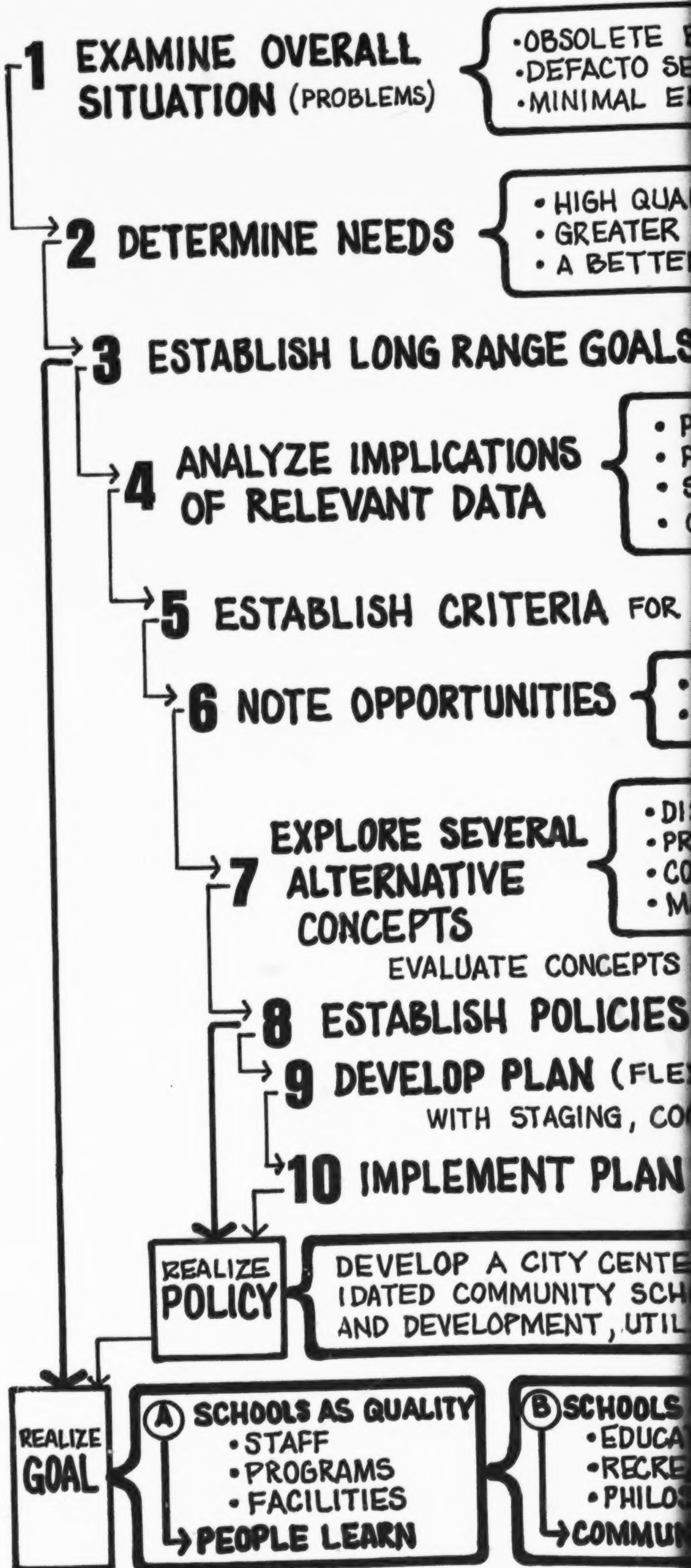
hat become great assets to their s with high quality programs and for all ages are the goal. The these times indicate that the con- schools existing or being construc- her cities can provide the level of excellence desired at economical- e costs. However, it is difficult determine needs for the year 2000 egree of precision. The comprehen- must be periodically evaluated and Finally, as strongly as it can be his plan represents the future edu- ystem only if it is the wish of St. ens.

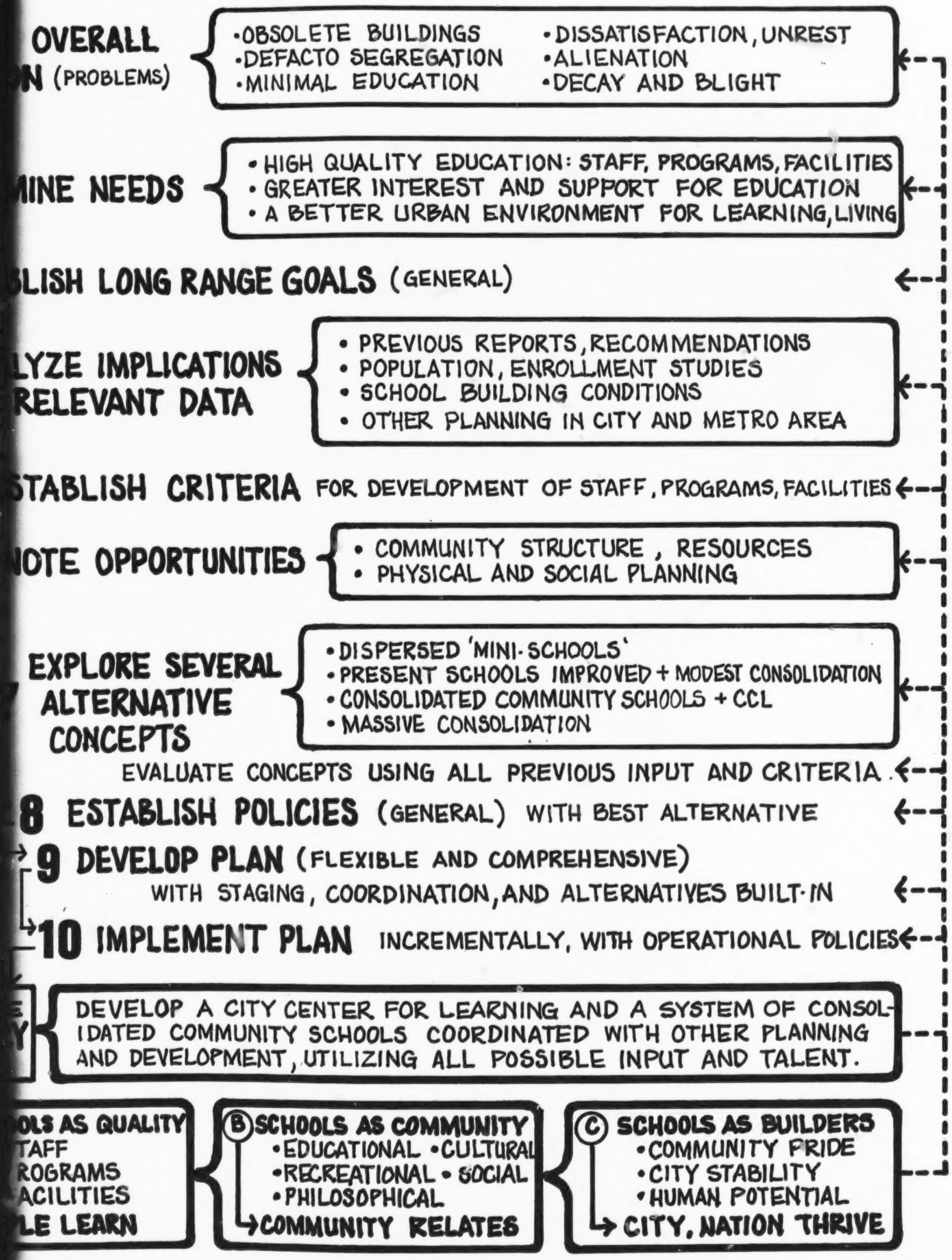
response form at the end of this section may be used to indicate your feelings...

Alfred North Whitehead said there must be "change amid order" -- a framework of order within which disorder, freedom, and the unexpected can occur. Such a framework is the master plan. It is, according to Charles M. Haar, (1) A source of information (2) A program of correction (3) An estimate of the future (4) An indicator of goals (5) A technique for coordination and (6) A device for stimulating public interest and responsibility -- it is imperative for rational and orderly growth.

Caudill-Rowlett-Scott
Architects

a continuous planning process


1 EXAMINE OVERALL SITUATION (PROBLEMS)
•OBSOLETE
•DEFACTO SE
•MINIMAL E
2 DETERMINE NEEDS
• HIGH QUA
• GREATER
• A BETTE
3 ESTABLISH LONG RANGE GOALS
4 ANALYZE IMPLICATIONS OF RELEVANT DATA
5 ESTABLISH CRITERIA FOR
6 NOTE OPPORTUNITIES
7 EXPLORE SEVERAL ALTERNATIVE CONCEPTS
•DI
•PR
•CO
•M
EVALUATE CONCEPTS
8 ESTABLISH POLICIES
9 DEVELOP PLAN (FLE
WITH STAGING, CO
10 IMPLEMENT PLAN
REALIZE POLICY
DEVELOP A CITY CENTE
IDATED COMMUNITY SCH
AND DEVELOPMENT, UTIL
REALIZE GOAL
Ⓐ SCHOOLS AS QUALITY
•STAFF
•PROGRAMS
•FACILITIES
PEOPLE LEARN
Ⓑ SCHOOLS
•EDUCA
•RECRE
•PHILOS
COMMUN


OVERALL
N (PROBLEMS)
•OBSOLETE BUILDINGS
•DEFACTO SEGREGATION
•MINIMAL EDUCATION
•DISSATISFACTION, UNREST
•ALIENATION
•DECAY AND BLIGHT
MINE NEEDS
• HIGH QUALITY EDUCATION: STAFF, PROGRAMS, FACILITIES
• GREATER INTEREST AND SUPPORT FOR EDUCATION
• A BETTER URBAN ENVIRONMENT FOR LEARNING, LIVING
BLISH LONG RANGE GOALS (GENERAL)
LYZE IMPLICATIONS
RELEVANT DATA
• PREVIOUS REPORTS, RECOMMENDATIONS
• POPULATION, ENROLLMENT STUDIES
• SCHOOL BUILDING CONDITIONS
• OTHER PLANNING IN CITY AND METRO AREA
STABLISH CRITERIA FOR DEVELOPMENT OF STAFF, PROGRAMS, FACILITIES
NOTE OPPORTUNITIES
• COMMUNITY STRUCTURE, RESOURCES
• PHYSICAL AND SOCIAL PLANNING
7 EXPLORE SEVERAL ALTERNATIVE CONCEPTS
•DISPERSED 'MINI-SCHOOLS'
•PRESENT SCHOOLS IMPROVED + MODEST CONSOLIDATION
•CONSOLIDATED COMMUNITY SCHOOLS + CCL
•MASSIVE CONSOLIDATION
EVALUATE CONCEPTS USING ALL PREVIOUS INPUT AND CRITERIA
8 ESTABLISH POLICIES (GENERAL) WITH BEST ALTERNATIVE
9 DEVELOP PLAN (FLEXIBLE AND COMPREHENSIVE)
WITH STAGING, COORDINATION, AND ALTERNATIVES BUILT-IN
10 IMPLEMENT PLAN INCREMENTALLY, WITH OPERATIONAL POLICIES
E
Y
DEVELOP A CITY CENTER FOR LEARNING AND A SYSTEM OF CONSOLIDATED COMMUNITY SCHOOLS COORDINATED WITH OTHER PLANNING AND DEVELOPMENT, UTILIZING ALL POSSIBLE INPUT AND TALENT.
OLS AS QUALITY
TAFF
ROGRAMS
ACILITIES
LE LEARN
B SCHOOLS AS COMMUNITY
•EDUCATIONAL •CULTURAL
•RECREATIONAL • SOCIAL
•PHILOSOPHICAL
COMMUNITY RELATES
C SCHOOLS AS BUILDERS
•COMMUNITY PRIDE
•CITY STABILITY
•HUMAN POTENTIAL
CITY, NATION THRIVE
CONTINUAL FEEDBACK, ANALYSIS, EVALUATION, MODIFICATION

school population projections

The location of school buildings and their size depend on how many children will be in attendance. While this statement may seem obvious it is an oversimplification and somewhat misleading in a discussion of Consolidated Community Schools. Altho changing enrollments in areas of the city cause conventional schools to become overcrowded or in some cases under-utilized, this is less likely to occur with Consolidated Community Schools because the area served is so much greater. A slight shift in a major boundary between adjacent Consolidated Community Schools would provide a considerable adjustment in enrollment.

A second factor in reducing the effect of changing school enrollments concerns transportation. Some of the students will be bussed. Once on buses it would not matter greatly if they rode 5 minutes further to another Consolidated Community School. Adjustments could be easily arranged by altering bus routes because St. Paul is reasonably compact and has freeways bisecting the city in both directions.

Finally, if or when St. Paul decides to establish in every school the same heterogeneity of people as exists for the city as a whole, many students will ride buses which could be adjusted to fit available facilities.

In spite of the previous considerations it is still important to have data on likely future enrollments in various areas of St. Paul. Sources for these projections include: census data, birth figures, estimates by planners, trends, and the policies of non-public schools. The age of the city's population provides some indication of how many ar the family rearing group. The number o partments, and in and out migration of y families bear on projections. In exami the St. Paul school projections that h been made by various experts in the past p haps a dart board would have been help Population projections are not easy.

The present birth rate has been dropping (parently the result of the pill) and is at an all time low. As seen in the accomp ing chart the birth rate per 1,000 popu tion (Ramsey County) the total live legi mate births (St. Paul), and the fertil rates for women ages 15-44 per 1,000 (Ram County) have dropped considerably during 1960's.

BIRTH DATA

	RAMSEY BIRTH RATE	ST. PAUL LIVE BIRTHS	RAMS FERTIL RAT
1960	27.6	7177	138.
1961	26.9	6998	139.
1962	25.7	6738	134.
1963	25.1	6504	132.
1964	23.4	6030	124.
1965	21.7	5376	115.
1966	20.6	5106	109.
1967		4814	
1968		4655	

Population experts suggest that these fig are reaching a bottom point and will begi rise now that the great wave of post-W War II babies are reaching maturity and tering the family rearing age. Unfortuna the picture is complicated by one of schools of thought in population projecti either family size is diminishing or cou are postponing having a family, perhaps b

In five years the figure for live bi should approximate the kindergarten enr ments. The figure for live births has t increased somewhat as it does not include

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legitimate births or residents who have children in hospitals outside the city. The enrollment figure at the kindergarten level in the public schools is decreased somewhat because 5 of the 34 parochial elementary schools have kindergarten students. In first grade public school enrollments drop considerably as many children attend nonpublic schools. In ninth grade, enrollments increase as parents move some of their children from the 8 year elementary nonpublic schools into public junior highs. The accompanying chart indicates that parochial enrollments have been dropping in recent years and this may continue because of financial burdens, changing philosophy and an increased satisfaction with public school education on the part of Catholic parents.

COMPARISON OF PUBLIC AND NONPUBLIC ENROLLMENTS K-12

	PUBLIC SCHOOL	NONPUBLIC	PERCENT NONPUBLIC
1960	41,237	27,697	40.2
1961	41,577	27,790	40.1
1962	42,182	28,195	40.1
1963	43,626	28,679	39.7
1964	44,109	28,166	39.0
1965	46,101	27,536	37.4
1966	46,676	26,693	36.4
1967	47,807	25,757	35.0
1968	48,917	24,273	33.2

The holding power of the schools has increased considerably in recent decades. Presently the dropout rate is about 10 percent. This can be expected to fall even lower in the future. The stress on the importance of completing high school seems to have been successful. The legislature has considered bills to raise the mandatory attendance age from 16 to 17 or high school completion and this may come to fruition. The result would be increased high school enrollments.

The enrollments based on resident live births during the next 5 years have been projected by the school research department for grades K-12:

1968 (actual)	48,917
1969	49,283
1970	49,392
1971	49,349
1972	49,458
1973	49,435

Not much change is seen here. Decreasing the present dropout rate of 10% to 0 could boost enrollments about 1,200 students at a minimum. The trend of decreasing parochial school enrollments could stop, continue, accelerate or even reverse.

If every St. Paul parochial school were closed (something of a possibility) enrollments in 1973 could go from 49,435 to an approximate ultimate figure of 72,000 including the 0 dropout calculation. A more likely occurance would be a continued decrease in elementary nonpublic enrollments with secondary remaining about the same. This has been the trend nationally and in St. Paul. Should this occur it would reduce the ultimate enrollment figure by some 6,000 to 8,000. The uncertainty of this possibility makes planning difficult but it is an eventuality that may have to be faced.

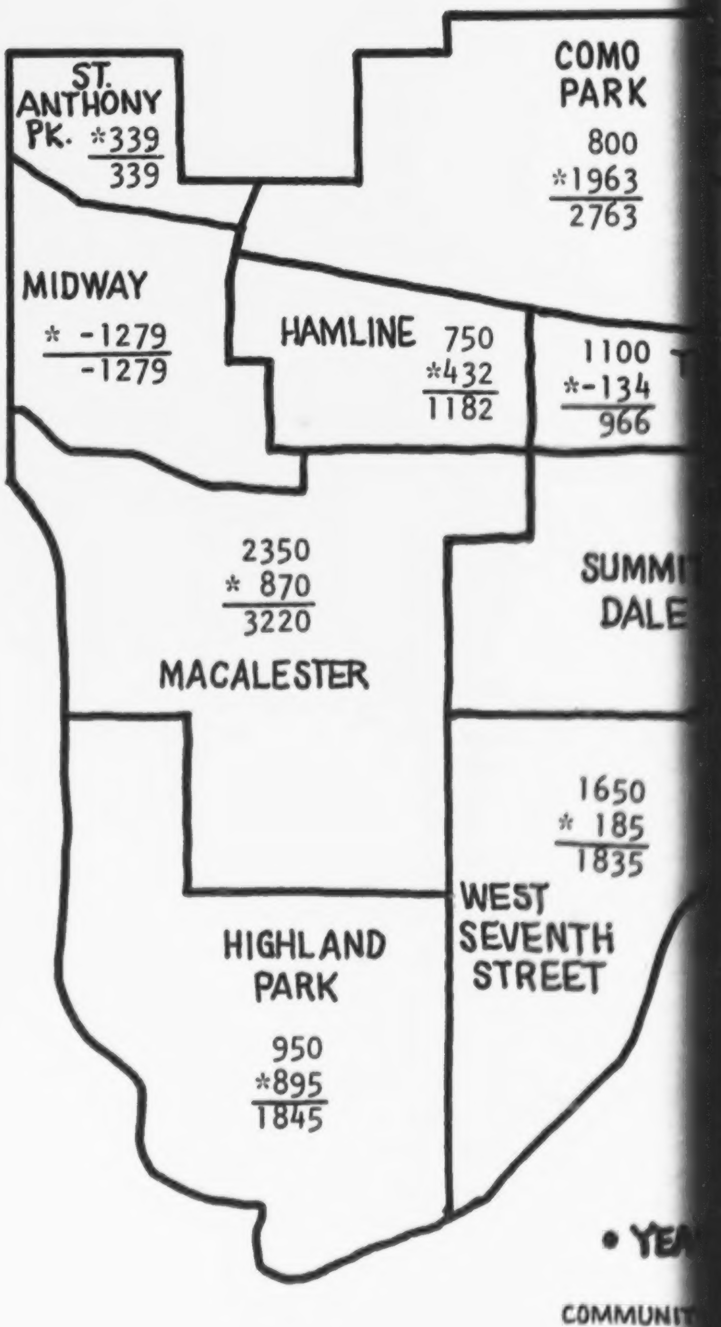
Just as important as previous considerations, are population projections for the City of St. Paul. These follow:

1960	313,411
1966 (est.)	320,336
1970	320,750
1975	330,596
1980	336,359
1985	352,800
2000	373,000

The earlier ultimate calculation of 66,000 students should hold until the late 1970's. By the end of the century (31 years from now) St. Paul will have picked up about 53,000 more people. Of these, roughly 26 percent will be of school age or about an extra 14,000 students.

The planning and construction of Consolidated Community Schools would probably extend over 2 or 3 decades. Hence it is important to determine where the extra 14,000 students are expected to occur as well as the lo
present elementary parochial school

The accompanying map of St. Paul
approximate present elementary
school enrollments by St. Paul co
and the circled figure is projected
dents by the year 2000. Shown in
the possible projected additional
enrollment for the year 2000 arri
adding parochial to expected new stu
ulation growth. New population g
year 2000 is calculated from the fur
Paul community projections (1980).
jections provide a rough guide to
future school enrollments. The
these estimates have been studies
jections by the St. Paul Planning
the Metropolitan Council.



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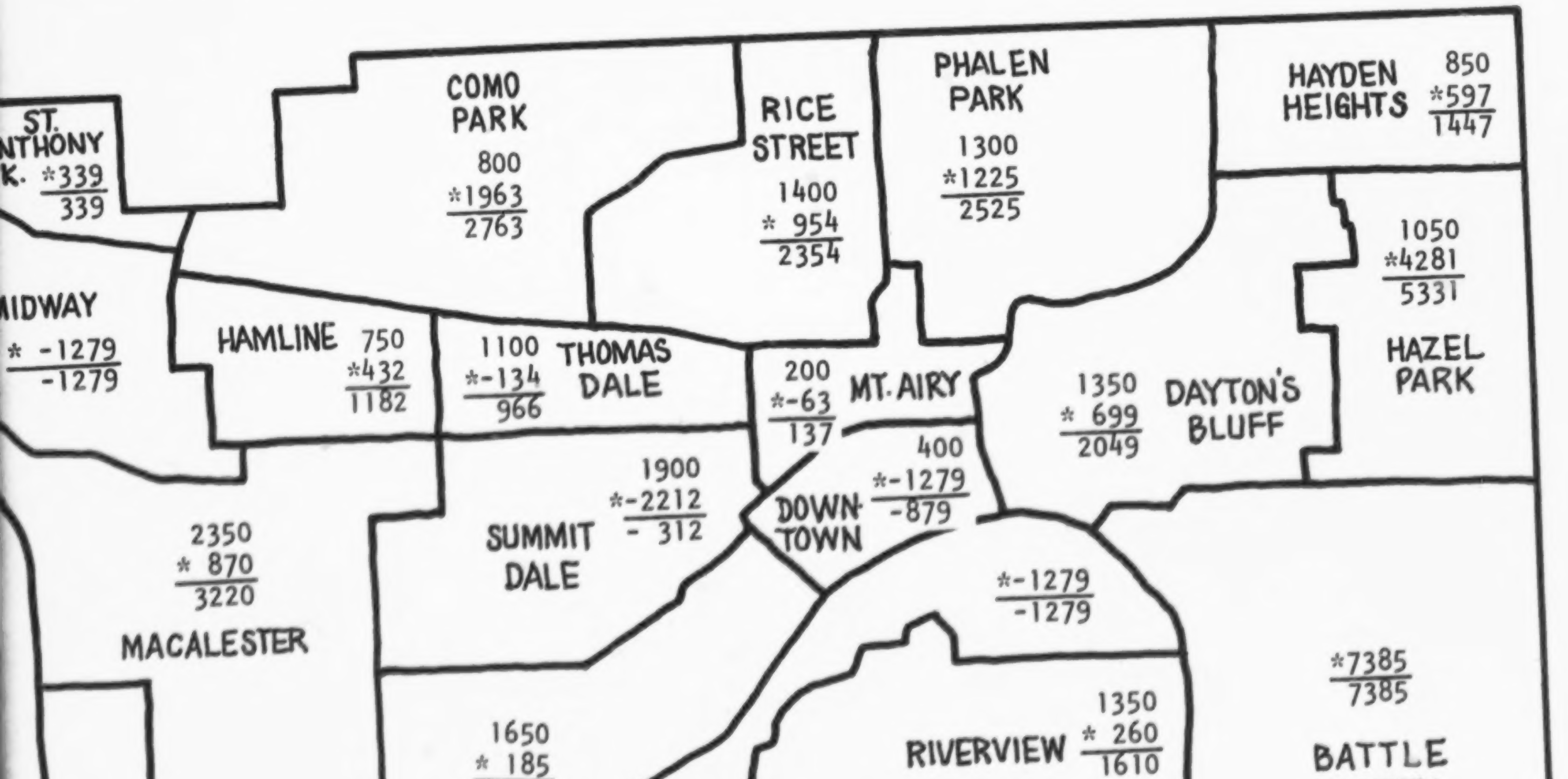
nt elementary parochial school students.

accompanying map of St. Paul indicates
oximate present elementary parochial
ol enrollments by St. Paul communities
the circled figure is projected new stu-
s by the year 2000. Shown in color is
possible projected additional ultimate
llment for the year 2000 arrived at by
ng parochial to expected new student pop-
ion growth. New population growth to
2000 is calculated from the furthest St.
community projections (1980). Such pro-
ions provide a rough guide to possible
re school enrollments. The basis of
se estimates have been studies and pro-
tions by the St. Paul Planning Board and
Metropolitan Council.

As has been indicated earlier, population projections are very "iffy". Ultimate school projections of 80,000 assume a number of things will happen that may not actually happen. The average age of St. Paul citizens may increase and thus reduce the number of families of child rearing age; this would mean fewer children. Nonpublic schools may undergo a renaissance. On the other hand, public schools constructed on the model of the Consolidated Community School prototype may speed the trend of decreasing parochial enrollments both at elementary and secondary levels. In this report some effort has been made to state what could or seems likely to happen from this point in time. More sophisticated demographic studies on a periodic basis are an essential to reviewing and revising the long range plans of this section.


ST. NTHONY K. *339 339
COMO PARK 800 *1963 2763
RICE STREET 1400 * 954 2354
PHALEN PARK 1300 *1225 2525
HAYDEN HEIGHTS 850 *597 1447
1050 *4281 5331 HAZEL PARK
IDWAY * -1279 -1279
HAMLINE 750 *432 1182
1100 *-134 966 THOMAS DALE
200 *-63 137 MT. AIRY
1350 * 699 2049 DAYTON'S BLUFF
400 *-1279 -879 DOWN-TOWN
1900 *-2212 - 312 SUMMIT DALE
2350 * 870 3220 MACALESTER
*-1279 -1279
*7385 7385 BATTLE CREEK
1350 * 260 1610 RIVERVIEW
1650 * 185 1835 WEST SEVENTH STREET
HIGHLAND PARK 950 *895 1845
LEGEND & TOTALS
• 1968: ELEM. PAROCHIAL 16,244
• 2000: PROJECTED NEW STUDENTS DUE TO POPULATION GROWTH *13,838
• YEAR 2000: ULTIMATE EXTRA STUDENTS 30,082

COMMUNITY BOUNDARIES BY REAL ESTATE RESEARCH CORPORATION

SITES

Consolidated Community Schools for 6,000 to 8,000 students will require sites of approximately forty acres. State of Minnesota site size recommendations call for much larger dimensions but these are probably unrealistic for an urban area. Present school sites in St. Paul are far below state standards. Some cities develop sites much more intensively utilizing joint use or high rise structures; New York, for example, will place 10,400 students on a 28 acre site in grades K-12. Creative solutions regarding the use of urban land and space should be striven for in developing Consolidated Community Schools. This applies particularly to parking, recreational and lawn space which often inefficiently consume much of the land around a school. The selection of ties for Consolidated Community Schools rests upon the criteria of the following section.

criteria

1

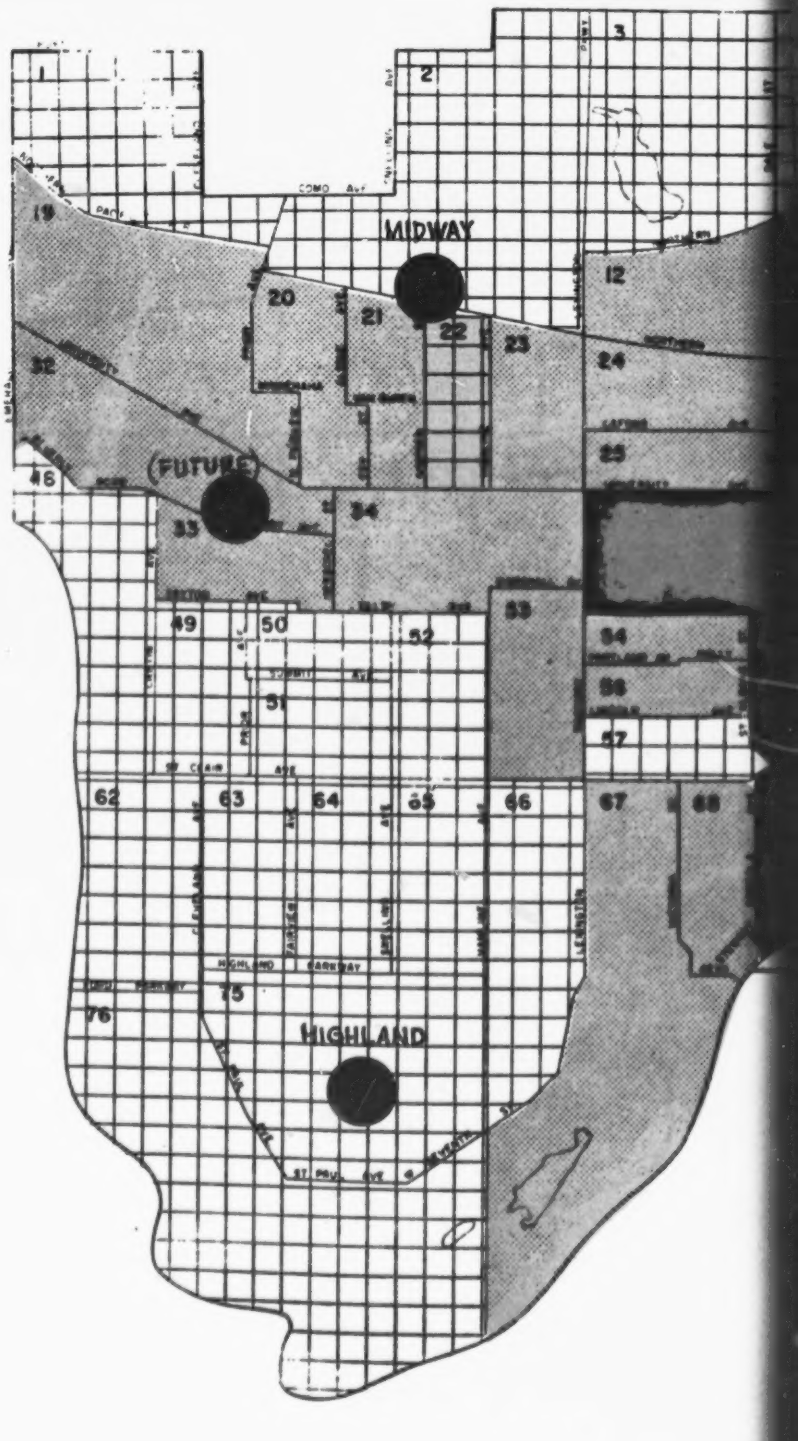
SCHOOLS SHOULD BE LOCATED IN AREAS OF THE CITY WHICH CAN ADEQUATELY SUPPORT FULL UTILIZATION OF FACILITIES BASED ON ENROLLMENT PROJECTIONS AND THE POPULATION DENSITY OF THE AREA.

Projections are hazardous to make in St. Paul at present. The birth rate has been dropping for many years and is at an all time low. Yet school enrollments continue to rise. The University of Minnesota's projections of 4 years ago are now considerably out of kilter. Parochial enrollments have been dropping dramatically and these students have been entering the public schools. Since over 35 per cent of St. Paul's elementary students are in parochial schools, a shift in policy will have an important impact. The revitalization of St. Paul could increase population density and make the city more attractive for young couples with families. Present trends as analyzed elsewhere in this document, would seem to indicate that public school enrollments in St. Paul will continue to rise.

2

SCHOOLS SHOULD TAKE ADVANTAGE, POSSIBLE, OF RECENTLY CONSTRUC SCHOOLS REPRESENTING IMPORTA PUBLIC INVESTMENTS WHICH CO NOT REASONABLY BE ABANDONED.

Large senior and junior high schools have been built in the last fifteen y should not be slated for abandonment if can possibly be used. For example, to place the Highland Junior-Senior com would cost about $8,000,000 in new fac ties. Obviously this factor suggests current modern facilities be utilized wh ever this is consistent with other impor criteria.



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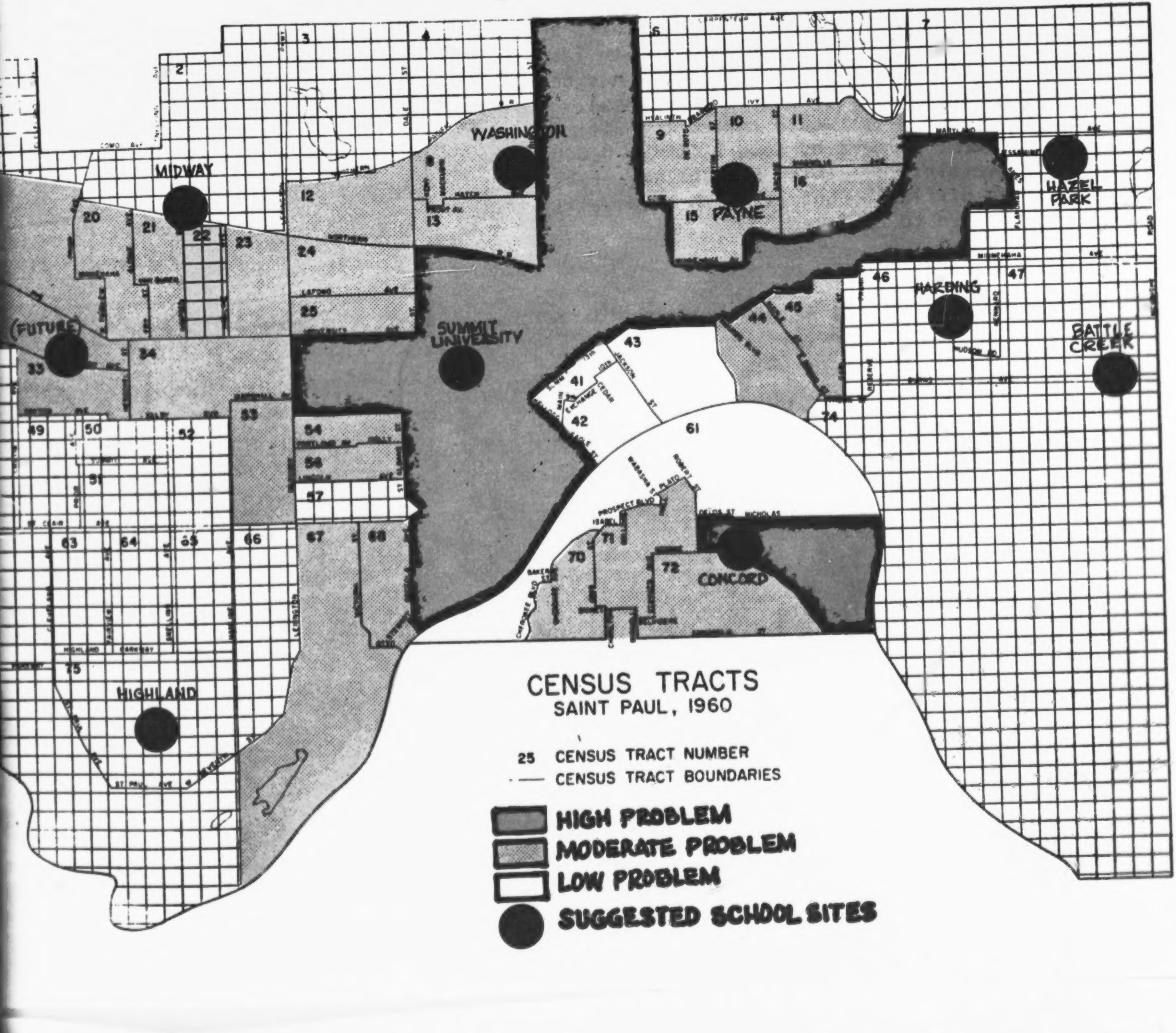
viously this factor suggests that
modern facilities be utilized when-
 is consistent with other important

3

SCHOOLS SHOULD BE LOCATED IN OR NEAR AREAS WITH A HIGH INCIDENCE OF SOCIAL PROBLEMS TO ACT AS A SHOPPING CENTER OF SOCIAL SERVICES.

The Community Health and Welfare Planning Council has prepared a booklet, ST. PAUL SOCIAL PROBLEM - SERVICE PROFILE (November 1968) which outlines those areas with high, moderate and low indices of; 1) juvenile delinquency; 2) illegitimacy; 3) family dependency; 4) deteriorated housing; 5) unemployment; 6) aged population; 7) low income. The presence of a great community school, convenient and inviting to those people in need of social services, could have a dramatic impact on the hopes, aspirations and lives for all ages in the area in which it is located.

ST. PAUL PROBLEM AREAS · OCT. 68


WASHINGTON
MIDWAY
PAYNE
HAZEL PARK
HARDING
BATTLE CREEK
(FUTURE)
SUMMIT UNIVERSITY
CONCORD
HIGHLAND
CENSUS TRACTS
SAINT PAUL, 1960
25 CENSUS TRACT NUMBER
CENSUS TRACT BOUNDARIES
HIGH PROBLEM
MODERATE PROBLEM
LOW PROBLEM
SUGGESTED SCHOOL SITES

4

SCHOOLS SHOULD BE LOCATED SO THAT THEIR INFLUENCE IS NOT WEAKENED BY ANOTHER SCHOOL BEING TOO CLOSE.

Each school should have enough student enrollment and adult population to adequately support its high quality facilities, and each school should be easily identified as a focal point in its particular area of the city.

5

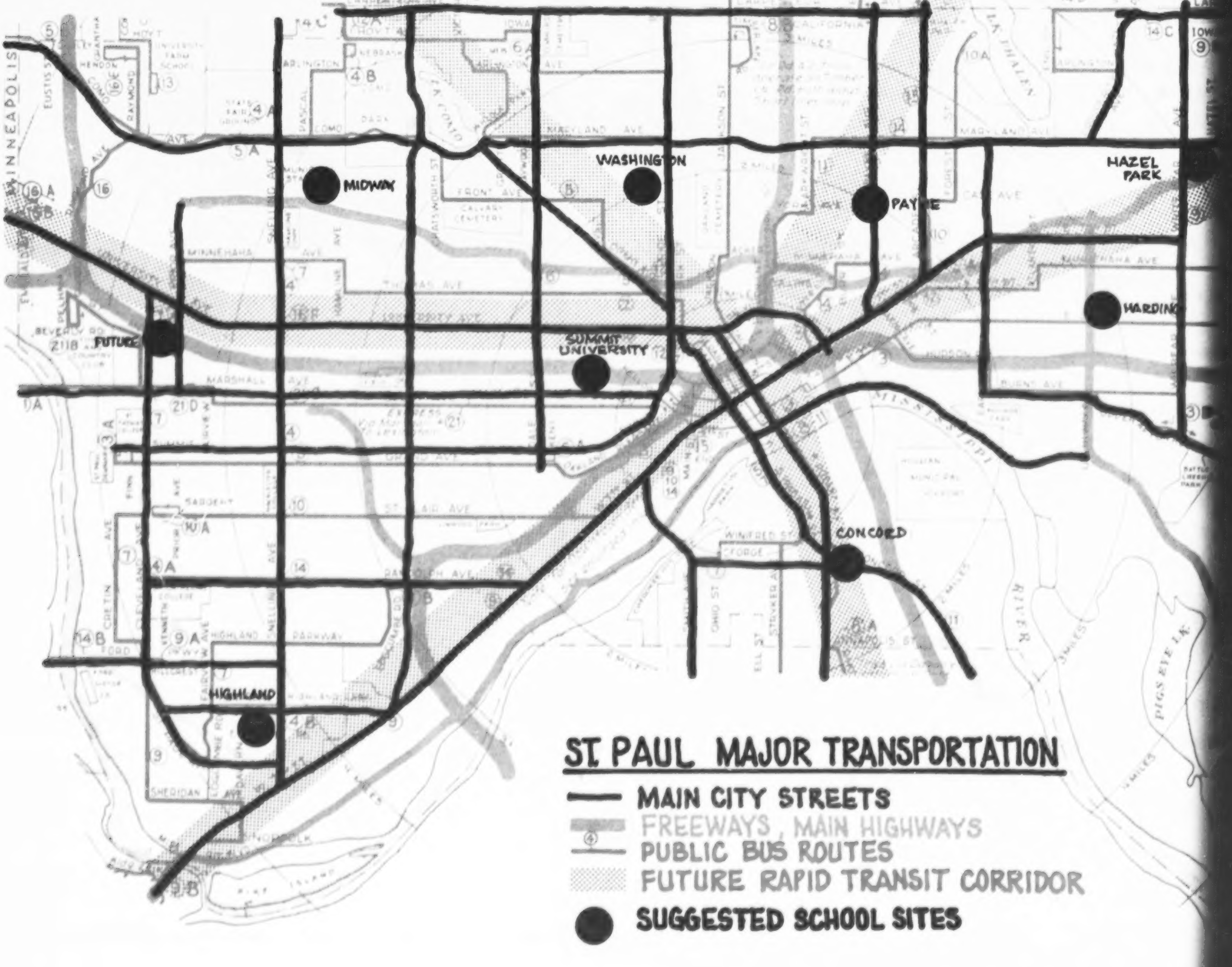
SCHOOLS SHOULD BE LOCATED WHERE ENOUGH LAND EXISTS OR CAN BE ACQUIRED TO CONSTRUCT NECESSARY FACILITIES NOW AND IN THE FUTURE.

Some school sites are large and might support more construction. Some areas have vacant land that could be acquired more reasonably than occupied areas. Some sections of the city will undergo revitalization in which case cleared land from the Housin
development Authority might cost t
board $20,000 an acre rather than th
an acre a recently acquired site
some areas of the city, land costs
prohibitively high because of the ac
costs of fairly new or expensive
other buildings. Land costs in good
tial areas could run over $200,000
Locating schools where land is eith
able now or might be economically
later through renewal should be g
priority.

6

SCHOOLS SHOULD BE LOCATE
MAJOR TRANSPORTATION ROU

Consolidated Community Schools wil
large areas, hence some of the child
need bussing. New highways are s
the city and the radiating pattern
highways and of railroad tracks ar


MIDWAY
WASHINGTON
PAYNE
HAZEL PARK
HARDING
FUTURE
SUMMIT UNIVERSITY
CONCORD
HIGHLAND
MINNEAPOLIS
MISSISSIPPI RIVER
ST PAUL MAJOR TRANSPORTATION
MAIN CITY STREETS
FREEWAYS, MAIN HIGHWAYS
PUBLIC BUS ROUTES
FUTURE RAPID TRANSIT CORRIDOR
SUGGESTED SCHOOL SITES

cleared land from the Housing and Re-
opment Authority might cost the school
$20,000 an acre rather than the $75,000
re a recently acquired site did. In
areas of the city, land costs would be
bitively high because of the acquisition
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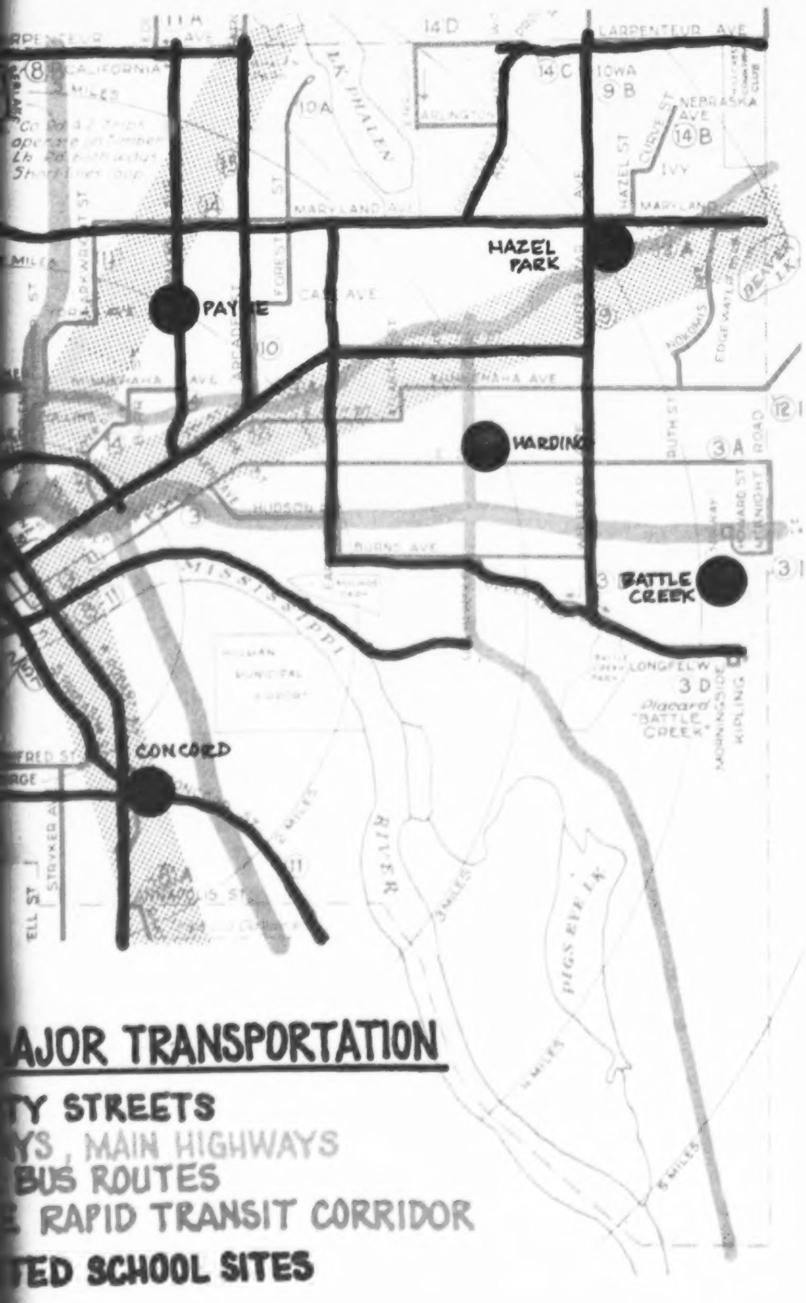
ing schools where land is either avail-
now or might be economically available
through renewal should be given high
ity.

SCHOOLS SHOULD BE LOCATED ALONG MAJOR TRANSPORTATION ROUTES.

olidated Community Schools will serve
areas, hence some of the children will
bussing. New highways are slated for
city and the radiating pattern of these
ways and of railroad tracks are likely routes for some form of rapid transit in the future. Furthermore the adoption of new attendance areas to increase heterogeneity of school's population could mean many more bussed children as is happening in a number of other cities. Locating schools along major auto and rail transportation routes will increase their accessibility and allow for an efficient and flexible movement of students.


LARPENTEUR AVE
CALIFORNIA
10A
LK. PHALEN
14 D
14 C
IOWA
9 B
NEBRASKA AVE
14 B
IVY
HAZEL ST
MARYLAND AVE
HAZEL PARK
PAYNE
MINNEHAHA AVE
HARDING
3 A
BURNS AVE
BATTLE CREEK
MISSISSIPPI
LONGFELLOW
3 D
CONCORD
RIVER
PIGS EYE LK.
AJOR TRANSPORTATION
TY STREETS
YS, MAIN HIGHWAYS
BUS ROUTES
RAPID TRANSIT CORRIDOR
TED SCHOOL SITES

7 SCHOOLS SHOULD BE LOCATED WHERE THE PROVISION OF A HETEROGENEOUS STUDENT POPULATION CAN BE EASILY ACHIEVED.

One of the factors in quality education concerns the development of respect and understanding for people different in values and life styles from our own. Such affective learning outcomes are not only essential to a world rapidly becoming one community but are an important contributing factor to the development of creativity and the genius that is America's heritage. The diversity of student types should include not only racial characteristics but also economic, ethnic social, religious and other factors. Given a good transportation system, heterogeneity could be achieved no matter where the schools are located. But since the transit issue is still unresolved, consideration should be given to placing schools in areas where they can conveniently draw upon many types of people.

8 SCHOOLS SHOULD BE LOCATED CLOSE TO THE HUB OF OTHER ACTIVITIES AND RESOURCES IN EACH SECTOR OF THE CITY.

If the adult community is to be more interested and intimately involved in schooling and education, schools must be inviting, open and above all, accessible. Hence the placement of schools near other community traffic generators will increase the casual and informal exposure to school programs by people of all ages. The tie between school and other community developments benefits the school program because it makes the community a laboratory for learning. The community will profit from this interdependence with the school by being stimulated by the rich and stable quality of the school environment and the large enrollment which will use the community as it uses the school.

discussion of sites

The sites selected for Consolidated Community Schools will have a significant effect upon the role of the schools in the city. In the past criteria for site selection were not much more than the distance a 6 year old could walk, plus the availability of a site.

The criteria on the preceeding pages indicate that site selection is now a much more important proceedure than it used to be, with much greater consequences to both the schools and the community. Schools have significant physical and social implications that go far beyond the limits of their sites. The development of school sites should be a physical expression of the interdependence of school and community.

It is necessary to examine each site carefully. Aerial photography of each of these sites and others has been conducted. These slides are available for viewing. Visits to every area of the city plus the judgments of those familiar with the city and its communities have been relied upon. A knowledge of urban renewal, code enforcement and other revitalization plans has been helpful in an analysis of possible Consolidated Community School sites.

Potential sites are discussed (with the site criteria in mind) on these pages. Other sites may be suggested, but the twelve selected for analysis appear to be the most viable. On page 92 a chart compares the good and poor aspects of each site in relation to the site selection criteria.

1

Midway Stadium-Fair Grounds. This area
the city contains some fine resident
neighborhoods, but the school populat
is limited because of the large amount
industrial property. Much vacant land
ists along the Northern Pacific and Gr
Northern tracks but is of a commercial
industrial character. Yet some future
velopment could take place here when ne
become more pressing. The stadium faci
ties might be shared by the school
thus put to more active use.

2

Merriam Park-Longfellow. This site
centrally located on the western port
of the city and would have good acc
from all directions via the freew
Marshall, Prior, and Cleveland Aves. Si
the Longfellow Elementary site is sm
(1.9 acres) and surrounded, a more fea
ble location might be to the north
Merriam Park bridging the freeway and
lated to the community center there. C
sideration should also be given to
Gordon site since it has a good relati
ship to the community activity at Snell
Ave.

3

Highland. This site of 32 acres·for b
the junior and senior high contains fac
ities for 2,600 students at an origi
investment of $5 million. It is adjac
to Highland Park (264 acres), St. Gregor
Elementary (Parochial) and within 2 blo
of Highland Elementary (400 students,
years old, 4 acres). Expansion could
tend across Snelling Ave. into the scho
owned property near the park.

Stadium-Fair Grounds. This area of
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ntary (Parochial) and within 2 blocks
ghland Elementary (400 students, 17
old, 4 acres). Expansion could ex-
across Snelling Ave. into the school-
property near the park.

4

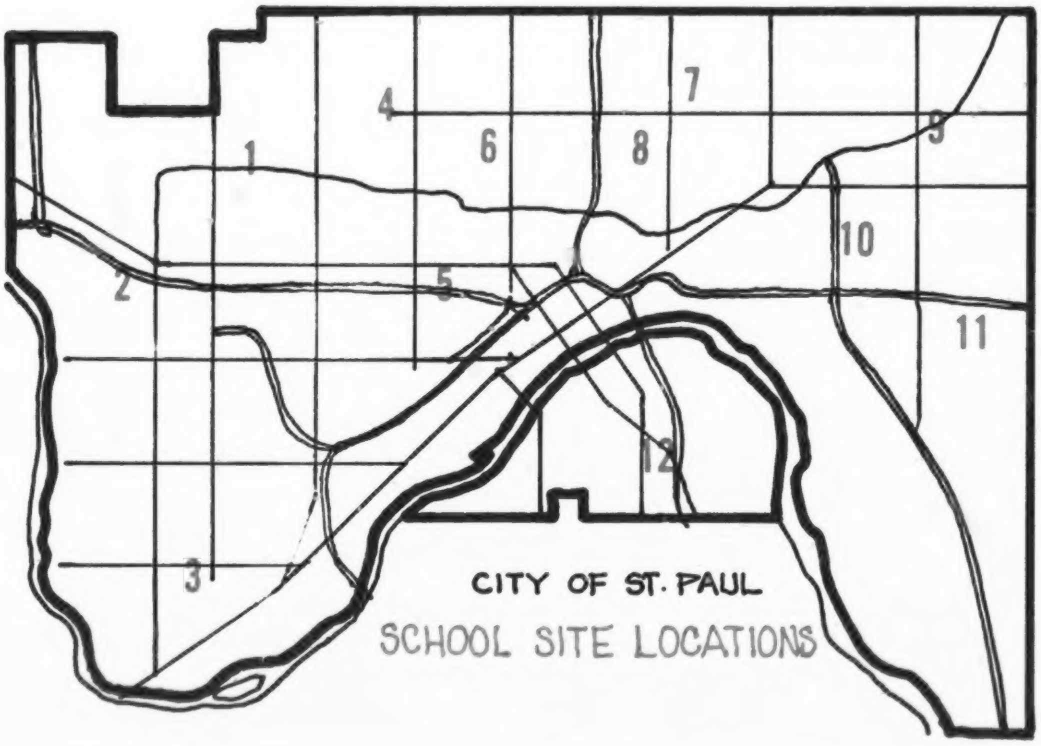
Como Junior High. This modern school services 1,000 students in a 12 year old building costing $2 million on a 21 acre site. Across the street is Como elementary with a 7 acre site. Further expansion beyond these 28 acres would be expensive because of the character of the homes. The Como site could be rounded off by acquiring a row of homes along Maryland Ave. which would yield 3 or 4 acres. The facility could bridge Maryland Avenue and tie the Junior High and elementary schools together. The school serves a heterogeneous population presently.

5

Summit-University. This area is undergoing major renewal activities and is in its first year of Model Cities planning. Except for Maxfield Elementary School most of the existing schools in this area and the surrounding area are old. The opportunity for the residents to participate in the planning of a great new school now exists. Central High School is located in this area and could be considered as a possible site. However, the site is not large (12 acres) and cannot easily be expanded due to an adjacent park, freeway interchange, and the fact that it lies outside of the renewal area. Land could be acquired reasonably through renewal and building part of the structure over Freeway 94 could like 2 neighborhoods. Since a high proportion of the Black population lives here, care is needed to avoid construction of a school which would be segregated. This area has other social needs that a true community school could alleviate.

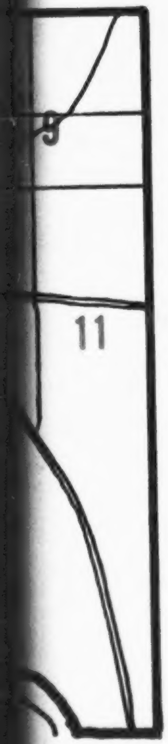
6 Washington. While 43 years old it will have an addition costing over $1 million and is situated on a 5 acre site. The 5 acre Rice playground is adjacent to the school. Further expansion of the site would be feasible because much of the residential property in this area could be part of a renewal project. The consolidation of Rice and Smith Schools on the Smith site would be 5 blocks away. Future development would be toward Smith or toward Whittier School, tying into activity along Rice Street.

7 Johnson. This 2,000 student school w
built in 1963 at a cost of $4 million do
lars and has a limited site of 17 acre
Across Arcade Street, Farnsworth element
ry school serves 500 children on a 3-1
acre site in a 46 year old building. Th
site possibility would be difficult
expand because of the quality of t
homes surrounding the schools. It wou
be expensive to acquire about 15 to
acres more. The location if extend
over Arcade Street could be an attracti
community focal point and Phalen Pa
nearby would be an asset to the scho
center.



2 West Side. Riverview, Bryant or Concord. The strong community spirit of the west side suggests that a Consolidated Community School be established in spite of the fact that present population data for the support of such a center falls short of optimum enrollments. Some additional population growth may occur through residential construction on existing vacant land and decreasing parochial enrollments. The Riverview elementary school serves 550 students on a 2 acre site in a 16 year old building adjacent to the 6-1/2 acre Belvidere playground. Additional land could be acquired at a moderate cost as adjacent housing density patterns are low. Expansion of this site toward the activity on Concord Street could be an attractive possibility. Concord Street offers possibility for an exciting multi-use structure going up the hillside. It could be integrated with the commercial and community activity on this major artery. The Bryant site of 2-1/3 acres will also house the new consolidation replacing Douglas and Garfield for a total enrollment of over 800. A swimming pool is planned for this site and the adjacent Baker playground of 5-1/2 acres bring this total site to 8 acres. Further expansion would be expensive due to the good housing in the area. No other sites on the West Side appear to offer better possibilities that these three.

This 2,000 student school was
1963 at a cost of $4 million dol-
has a limited site of 17 acres.
rcade Street, Farnsworth elementa-
l serves 500 children on a 3-1/2
e in a 46 year old building. This
ssibility would be difficult to
because of the quality of the
rrounding the schools. It would
nsive to acquire about 15 to 20
ore. The location if extended
ade Street could be an attractive
ty focal point and Phalen Park
would be an asset to the school



et could be an attractive pos-
oncord Street offers possibil-
exciting multi-use structure
hillside. It could be inte-
the commercial and community
this major artery. The Bryant
3 acres will also house the
ation replacing Douglas and
r a total enrollment of over
mming pool is planned for this
adjacent Baker playground of
bring this total site to 8
ther expansion would be expen-
the good housing in the area.
tes on the West Side appear to
possibilities that these

8

Grant-Lincoln-Ericcson. This 8 acre site will contain an elementary school for 1200 students. It is bounded by Case, Lawson, Arkwright and Desoto Streets. Further expansion of this site would be possible and economical because it is in an area of the Neighborhood Development Program in which land can be cleared and resold to the school board at a fraction of acquisition costs by the Housing and Redevelopment Authority because of the marginal nature of some of the existing housing. This area needs schools and services for revitalization. One future development could move toward Ericcson school and the Payne Avenue activity area, thus linking Cleveland Junior High into this center.

9

Hazel Park Junior. This 13 year old building has a 21 acre site and cost $1.5 million. Its replacement value would be about twice the figure today. Expansion land is available across the railroad tracks to the east. The new route for highway 212 would pass thru the site thus providing access.

10

Harding. This is the largest school site with 39 acres. Much vacant land is available for expansion. It is expected that the extension of highway 61 will pass through a possible expansion of the site thus providing excellent access. The school is 6 years old and cost $4 million. A large school center at this location could serve a considerable attendance area.

11

Battle Creek. The School board owns 26 acres on which the new junior high will be built. About 3-4 blocks south is an almost new (1965) elementary school for 950 pupils on 9 acres. Much vacant land is available in this largely undeveloped area of St. Paul. Enrollments can be expected to rise as new homes are built. A serious problem is that this attendance area serves principally a high socio-economic population; but freeway 94 nearby could effectively increase heterogeneity.

recommended sites

It is difficult to objectively quantify a site selection procedure. Each of the criteria are of different values. The placing of a high or average value within one of the cells in the site analysis chart sometimes rests on a borderline decision, often subjective in nature.

	SITES CONSIDERED FOR DEVELOPMENT OF CONSOLIDATED COMM. SCHOOLS														
SITE SELECTION CRITERIA	HARDING	HAZEL PK.	BATTLE CREEK	JOHNSON	GLE/PAYNE	WASHINGTON	COMO	MIDWAY	SUM/LINW	HIGHLAND	RIVERVIEW	BRYANT	CONCORD	MERRIAM PK.	?
1. SUFFICIENT ENROLLMENT FOR SUPPORT	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	FAIR	FAIR	FAIR	FAIR	
2. USE OF EXISTING BUILDING	GOOD	GOOD	GOOD	GOOD	GOOD	FAIR	GOOD	POOR	POOR	GOOD	GOOD	FAIR	FAIR	POOR	
3. SERVICE TO AREA OF SOCIAL NEEDS	FAIR	FAIR	POOR	POOR	GOOD	GOOD	FAIR	FAIR	GOOD	POOR	GOOD	FAIR	GOOD	FAIR	
4. FOCAL POINT OF ACTIVITY IN COMMUNITY	FAIR	POOR	POOR	POOR	GOOD	GOOD	POOR	POOR	GOOD	FAIR	FAIR	POOR	GOOD	FAIR	
5. AVAILABLE LAND FOR FACILITIES	GOOD	GOOD	GOOD	POOR	GOOD	GOOD	POOR	GOOD	GOOD	FAIR	FAIR	POOR	GOOD	GOOD	
6. NEAR MAJOR TRANSPORTATION ROUTES.	GOOD	GOOD	GOOD	FAIR	FAIR	FAIR	FAIR	FAIR	GOOD	FAIR	FAIR	POOR	GOOD	GOOD	
7. HETEROGENEOUS STUDENT POPULATION	FAIR	FAIR	POOR	FAIR	FAIR	GOOD	FAIR	FAIR	GOOD	POOR	GOOD	GOOD	GOOD	FAIR	
8. NEARNESS TO OTHER RESOURCES	POOR	POOR	POOR	FAIR	GOOD	GOOD	FAIR	POOR	GOOD	POOR	POOR	POOR	GOOD	POOR	
SUMMARY #P	1	2	4	3	0	0	2	3	1	3	1	4	0	2	
SUMMARY #F	3	2	0	3	2	2	4	3	0	3	4	3	2	4	
SUMMARY #G	4	4	4	2	6	6	2	2	7	2	3	1	6	2	

The following sites are recommended for the future development of Consolidated Community Schools:

1. Harding
2. Hazel Park Junior
3. Battle Creek
4. Grant-Lincoln-Ericcson, Payne Avenue
5. Washington
6. Summit-University
7. West Side - Concord
8. Highland
9. Either Como Junior or Midway
10. Longfellow or Gordon area in future if needed.

CONSOLIDATED COMM. SCHOOLS

HIGHLAND	RIVERVIEW	BRYANT	CONCORD	MERRIAM PK.	?
GOOD	FAIR	FAIR	FAIR	FAIR	
GOOD	GOOD	FAIR	FAIR	POOR	
POOR	GOOD	FAIR	GOOD	FAIR	
FAIR	FAIR	POOR	GOOD	FAIR	
FAIR	FAIR	POOR	GOOD	GOOD	
FAIR	FAIR	POOR	GOOD	GOOD	
POOR	GOOD	GOOD	GOOD	FAIR	
POOR	POOR	POOR	GOOD	POOR	
3	1	4	0	2	
3	4	3	2	4	
2	3	1	6	2	

Concord is favored over Bryant and Riverview on the West Side because land possibilities are more favorable. Contemplated construction at Bryant can serve for many years during the phased program of abandoning isolated schools in each sector of St. Paul. Riverview is a short distance away from Concord and could be considered a unit of the Consolidated Community Schools.

The Johnson High School site is limited and land is so expensive that this site is recommended for review during later staging of the plan. It may be necessary to utilize the site or convert this fine school to another use such as a junior college.

Because Washington and the Summit-University area are recommended a more westward site than Como Junior may be advisable. It is hard to give up this good site and modern school. This decision can wait until a latter staging of the project. Either the Como site or a more westerly location near the Midway Stadium could be chosen.

These nine sites could each handle 6,000 to 9,000 students or from 54,0000 to 80,000 students in all. This range represents approximate present enrollments to near ultimate enrollments depending upon birth rates, St. Paul growth and parochial trends during the forseeable future.

A final additional site in the west Midway sector (perhaps over #94) may be necessary in the future. A determination can be made later after St. Paul has more experience with Consolidated Community Schools.

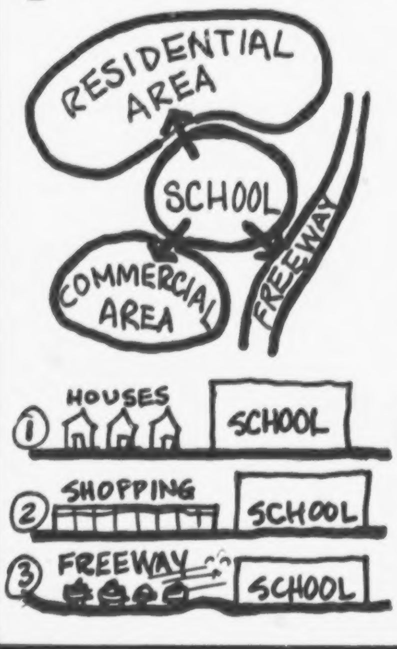
how should these sites be planned?

....in the traditional manner?

1. PAVE MOST
2. PUT BUILDIN
3. FENCE PER
4. DON'T WALK

OTHER CONSIDERATIONS ARE NEC
TOMORROW'S URBAN SCHOOLS... HER

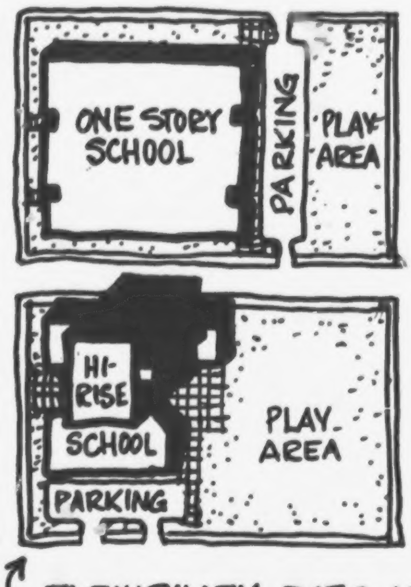
1 LOCATION... IS IT COMPATIBLE?


RESIDENTIAL AREA
SCHOOL
COMMERCIAL AREA
FREEWAY
① HOUSES
SCHOOL
② SHOPPING
SCHOOL
③ FREEWAY
SCHOOL

A SCHOOL DOESN'T RELATE TO EVERY ADJACENT ACTIVITY IN THE SAME WAY:

① ITS LARGE SCALE SHOULD NOT OVERPOWER SMALL HOUSES
② ACTIVITIES SHOULD BE ZONED WHERE NECESSARY.
③ NOISE MAY HAVE TO BE BUFFERED.

2 LAND USE... IS IT EFFICIENT?

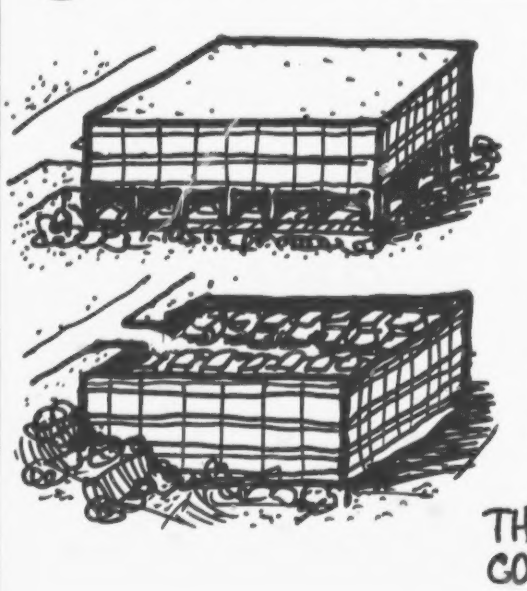

ONE STORY SCHOOL
PARKING
PLAY AREA
HI-RISE SCHOOL
PLAY AREA
PARKING

SPRAWLING, SUBURBAN-TYPE SCHOOLS TAKE TOO MUCH LAND IN THE CITY–LEAVES SMALL PLAY AREA.

IF THE SMALL HOME SCHOOL UNITS WERE STACKED, WITH THE SHARED FACILITIES AT THE BASE, MORE SPACE WOULD BE LEFT FOR PLAY.

FLEXIBILITY DOES NOT HAVE TO BE LOST!

3 PARKING... MUST IT USE UP

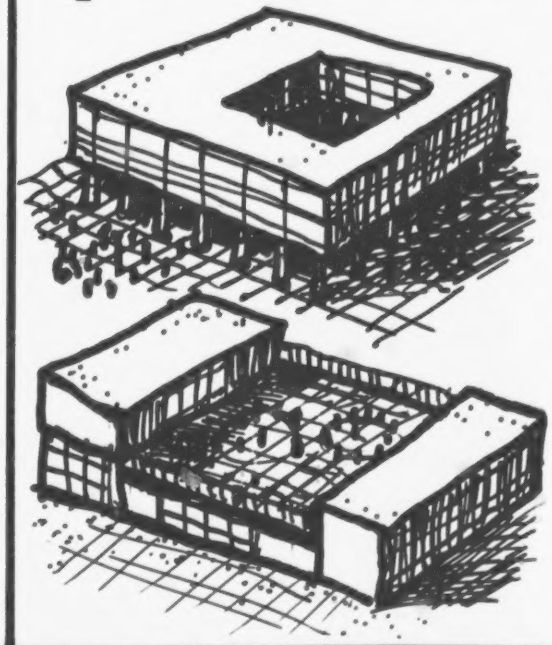


PARKING
THE BUIL
COVERED
OR BELOW

PARKING
ROOF COU
WELL IN
SITUATION

THOUGH CONS
COSTS ARE
THEY CAN BE

4 PLAY SPACE... IS IT ADAPTA

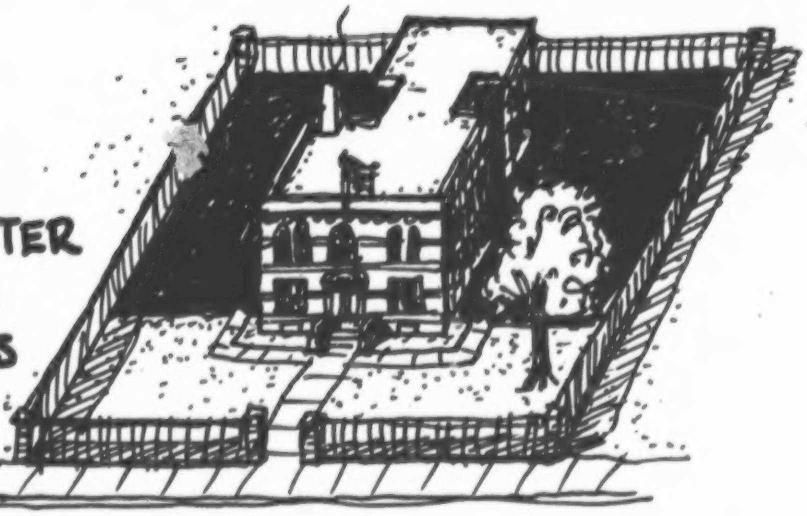


IN ST. PAU
MATE, P
BELOW
COULD BE
YEAR AR

A ROOFT
HANDY,
TED FR
AND A
LOOK-OU

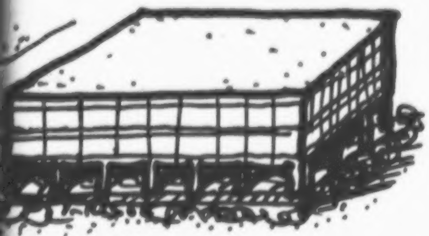
the traditional manner ?

1. PAVE MOST OF SITE
2. PUT BUILDING IN CENTER
3. FENCE PERIMETER
4. DON'T WALK ON GRASS

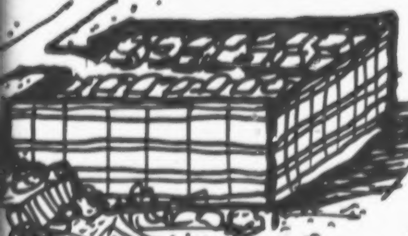


CONSIDERATIONS ARE NECESSARY FOR W'S URBAN SCHOOLS... HERE ARE A FEW:

PARKING... MUST IT USE UP LAND?



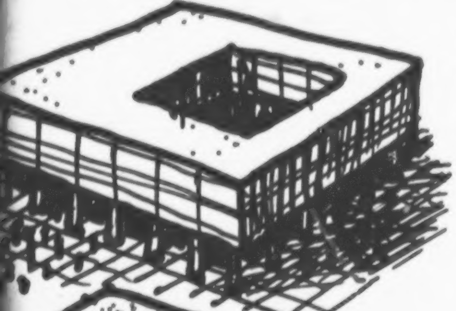
PARKING BELOW THE BUILDING IS COVERED AND AT OR BELOW ST. LEVEL.



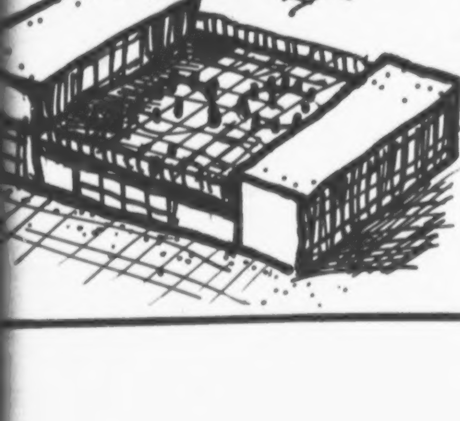
PARKING ON THE ROOF COULD WORK WELL IN A HILLY SITUATION.

THOUGH CONSTRUCTION COSTS ARE HIGHER, THEY CAN BE JUSTIFIED.

PLAY SPACE... IS IT ADAPTABLE?

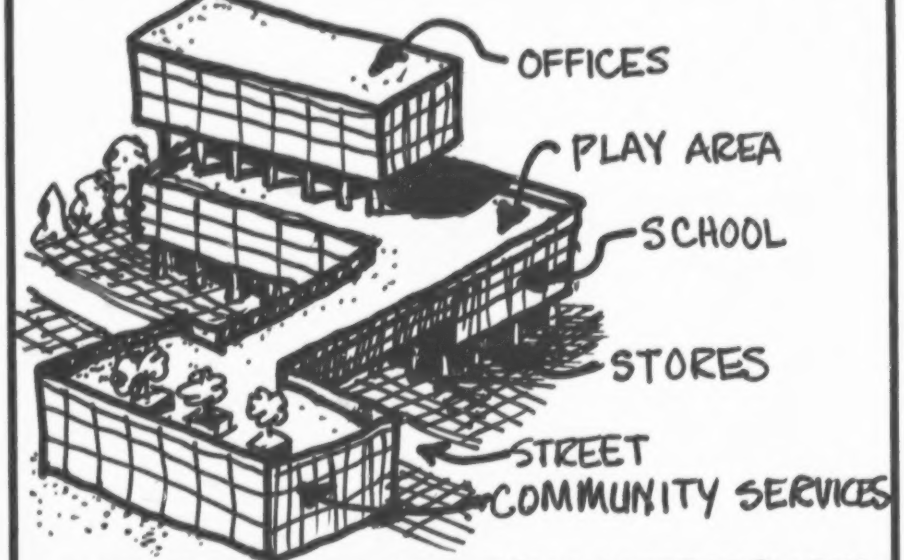


IN ST. PAUL'S CLIMATE, PLAY AREA BELOW THE BLDG. COULD BE USED YEAR AROUND.



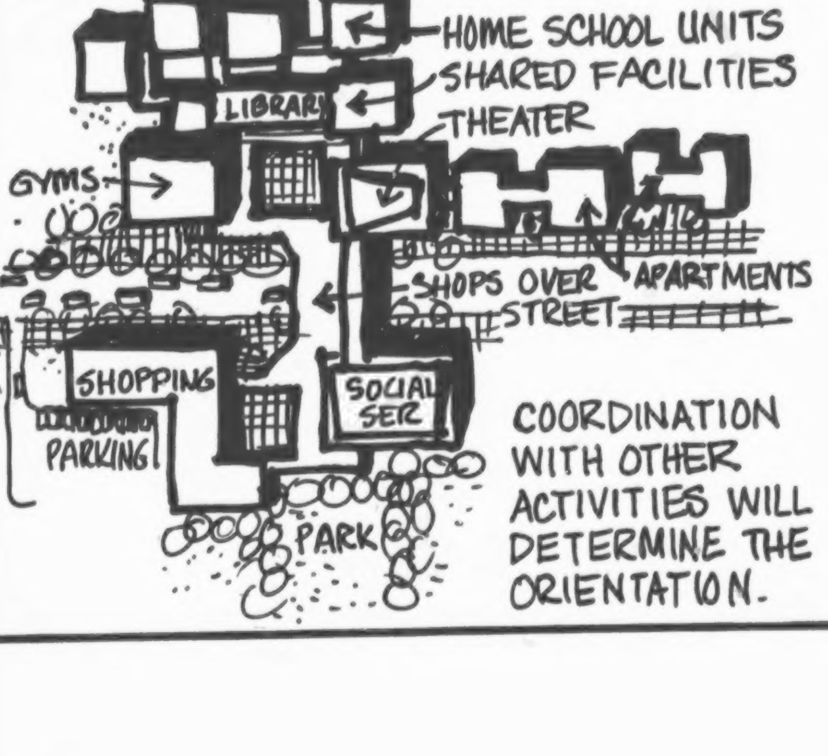
A ROOFTOP IS HANDY, PROTECTED FROM TRAFFIC, AND A GREAT LOOK-OUT SPOT !

5 MULTI-USE... DOES A SCHOOL NEED ITS OWN SITE?

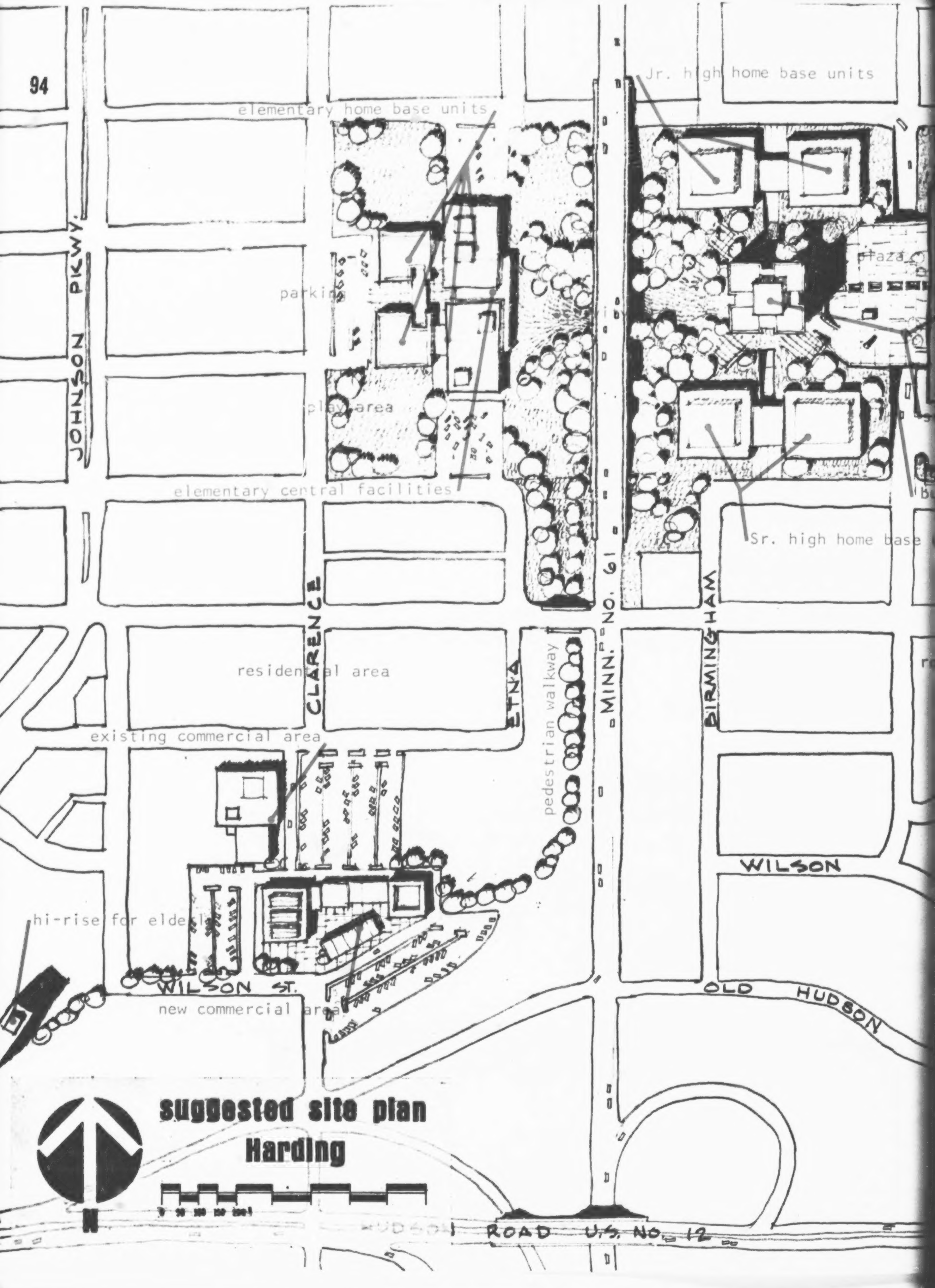

OFFICES
PLAY AREA
SCHOOL
STORES
STREET
COMMUNITY SERVICES

EVERYONE BENEFITS FROM INTERDEPENDENCE

6 COORDINATION... A NECESSITY IN THIS MODERN AGE!

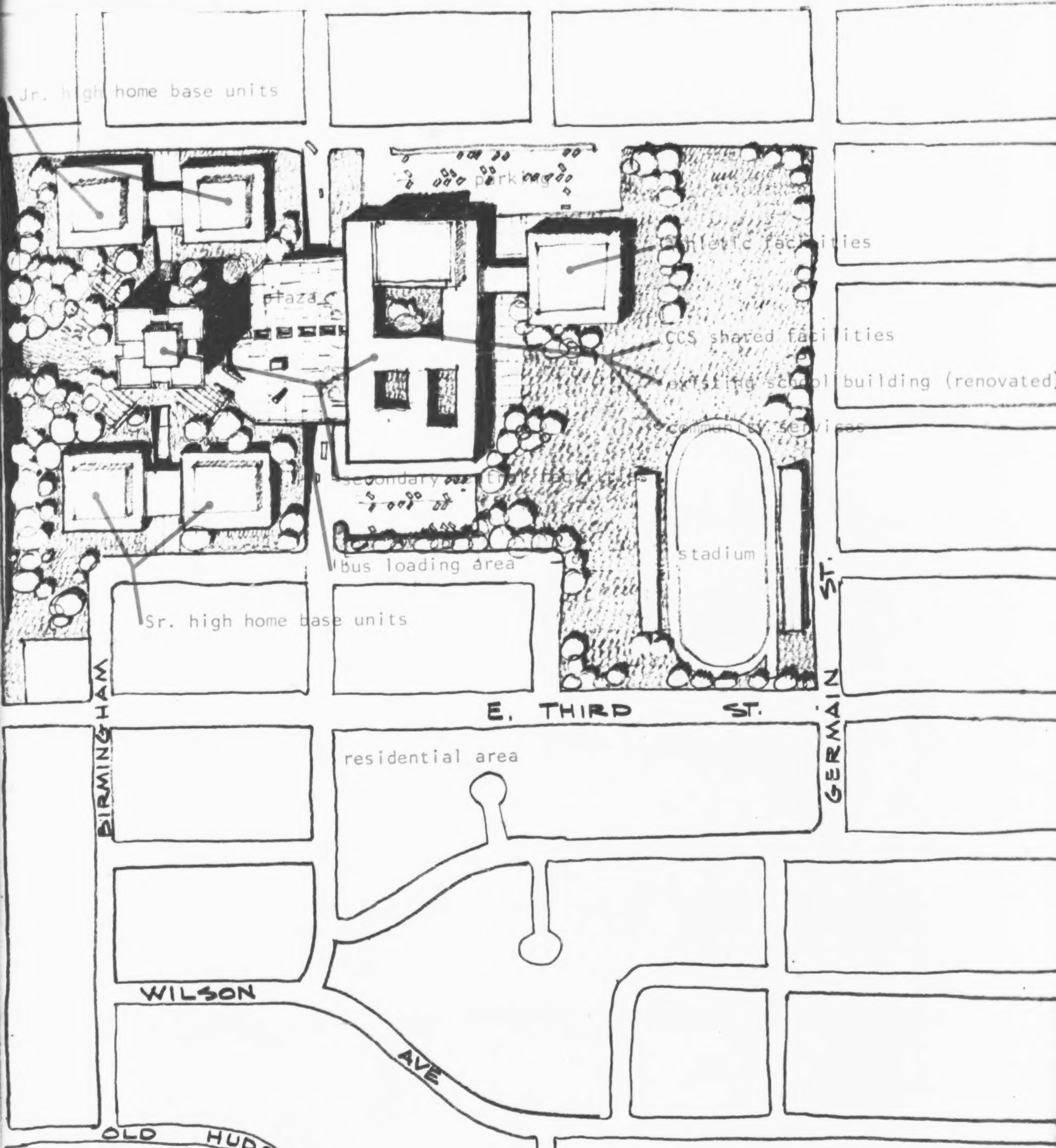

HOME SCHOOL UNITS
SHARED FACILITIES
LIBRARY
THEATER
GYMS
SHOPS OVER STREET
APARTMENTS
SHOPPING
PARKING
SOCIAL SER
PARK

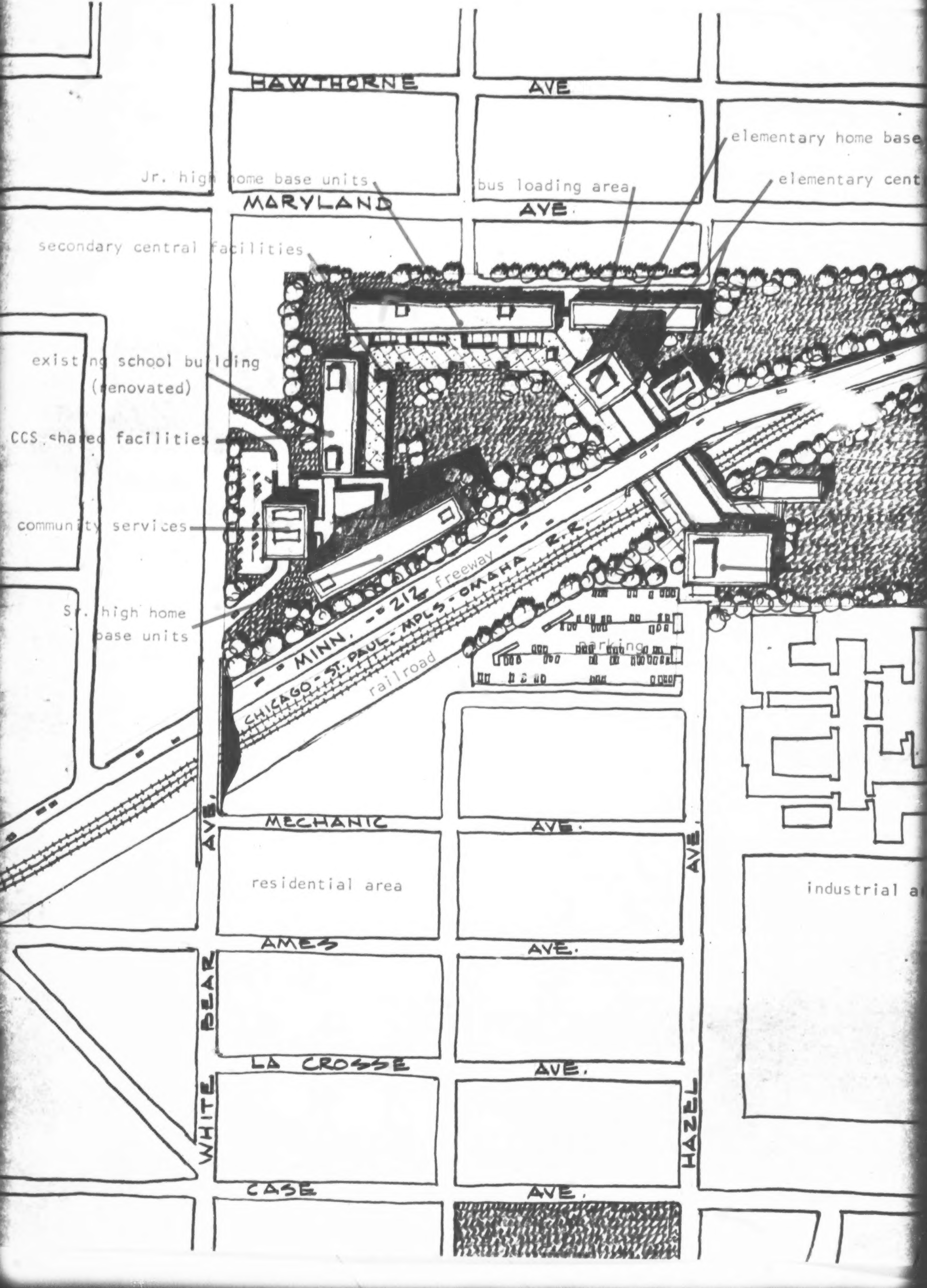
COORDINATION WITH OTHER ACTIVITIES WILL DETERMINE THE ORIENTATION.

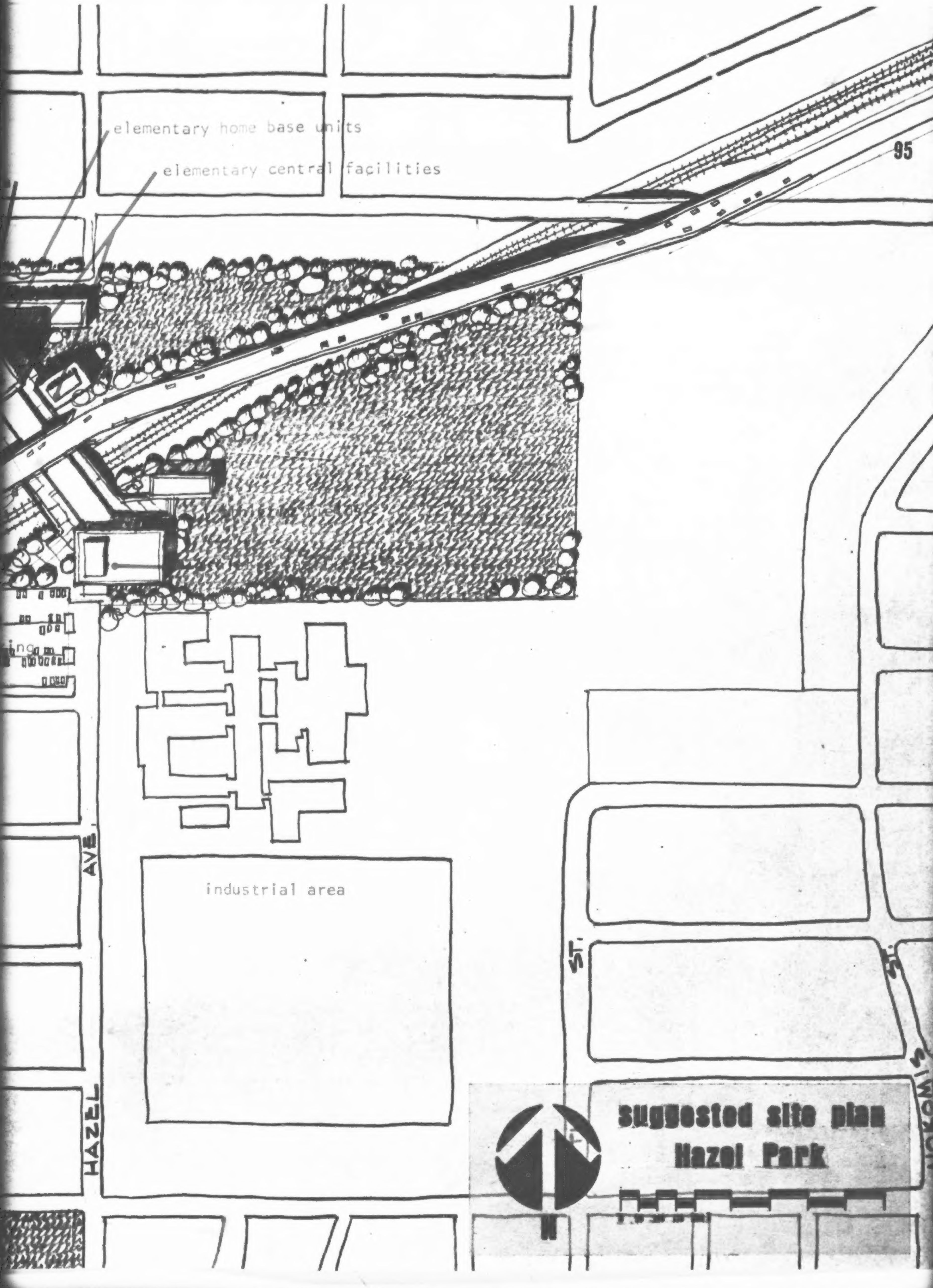


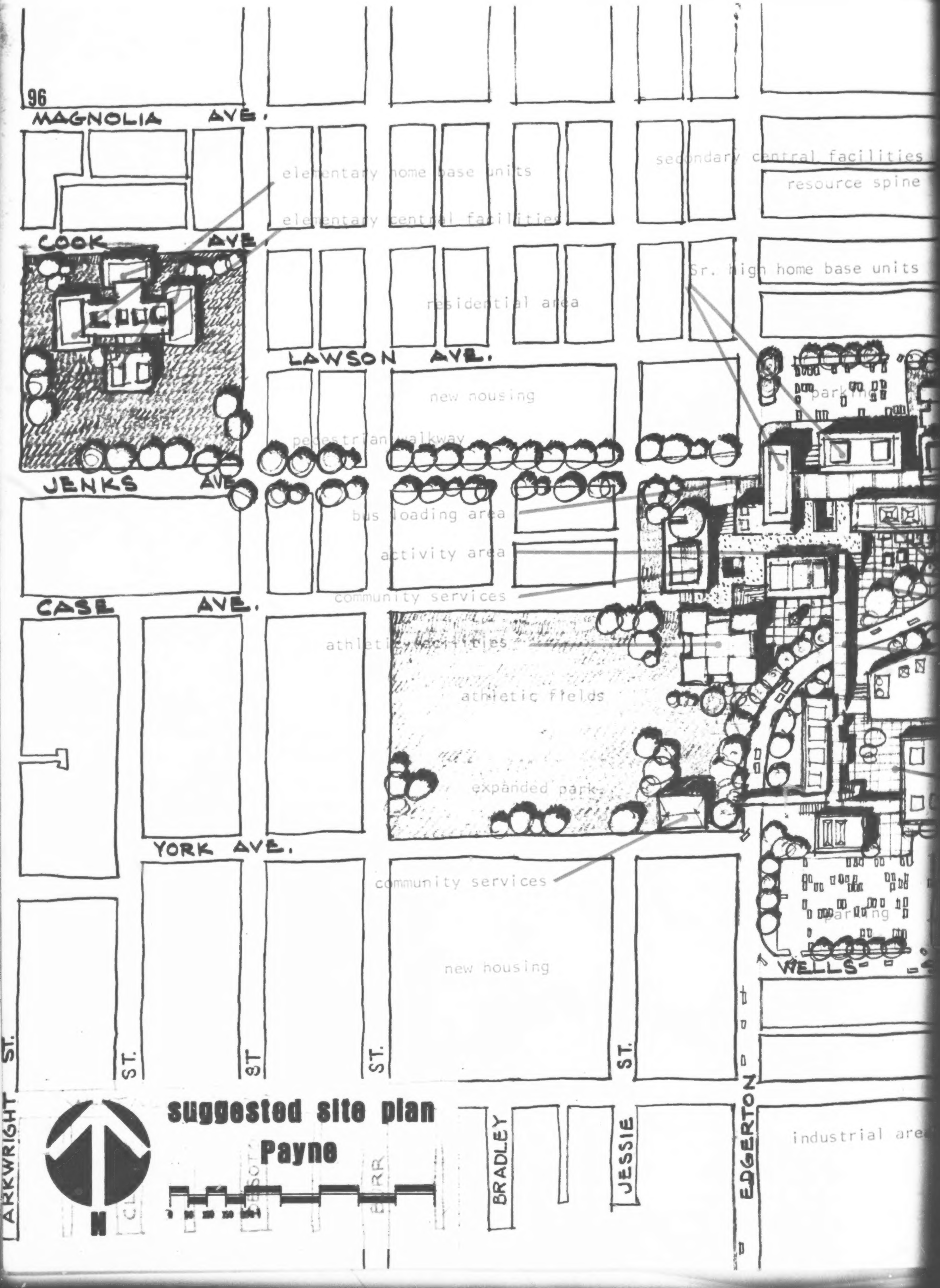
elementary home base units
Jr. high home base units
plaza
parking
play area
elementary central facilities
Sr. high home base
JOHNSON PKWY.
CLARENCE
ETNA
MINN. NO. 61
BIRMINGHAM
residential area
existing commercial area
pedestrian walkway
WILSON
hi-rise for elderly
WILSON ST.
new commercial area
OLD HUDSON
HUDSON ROAD U.S. NO. 12
0 50 100 150 200 ft
N

suggested site plan
Harding


Jr. high home base units
parking
athletic facilities
plaza
CCS shared facilities
existing school building (renovated)
community services
secondary traffic routes
stadium
bus loading area
Sr. high home base units
E. THIRD ST.
GERMAIN ST.
BIRMINGHAM
residential area
WILSON AVE
OLD HUDSON ROAD
S. NO. 12


HAWTHORNE
AVE
elementary home base
Jr. high home base units
bus loading area
elementary cent
MARYLAND
AVE
secondary central facilities
existing school building
(renovated)
CCS shared facilities
community services
Sr. high home
base units
MINN. 212 freeway
CHICAGO - ST. PAUL - MPLS - OMAHA R.R.
railroad
parking
MECHANIC
AVE.
residential area
industrial a
AMES
AVE.
LA CROSSE
AVE.
CASE
AVE.
WHITE BEAR AVE.
HAZEL AVE

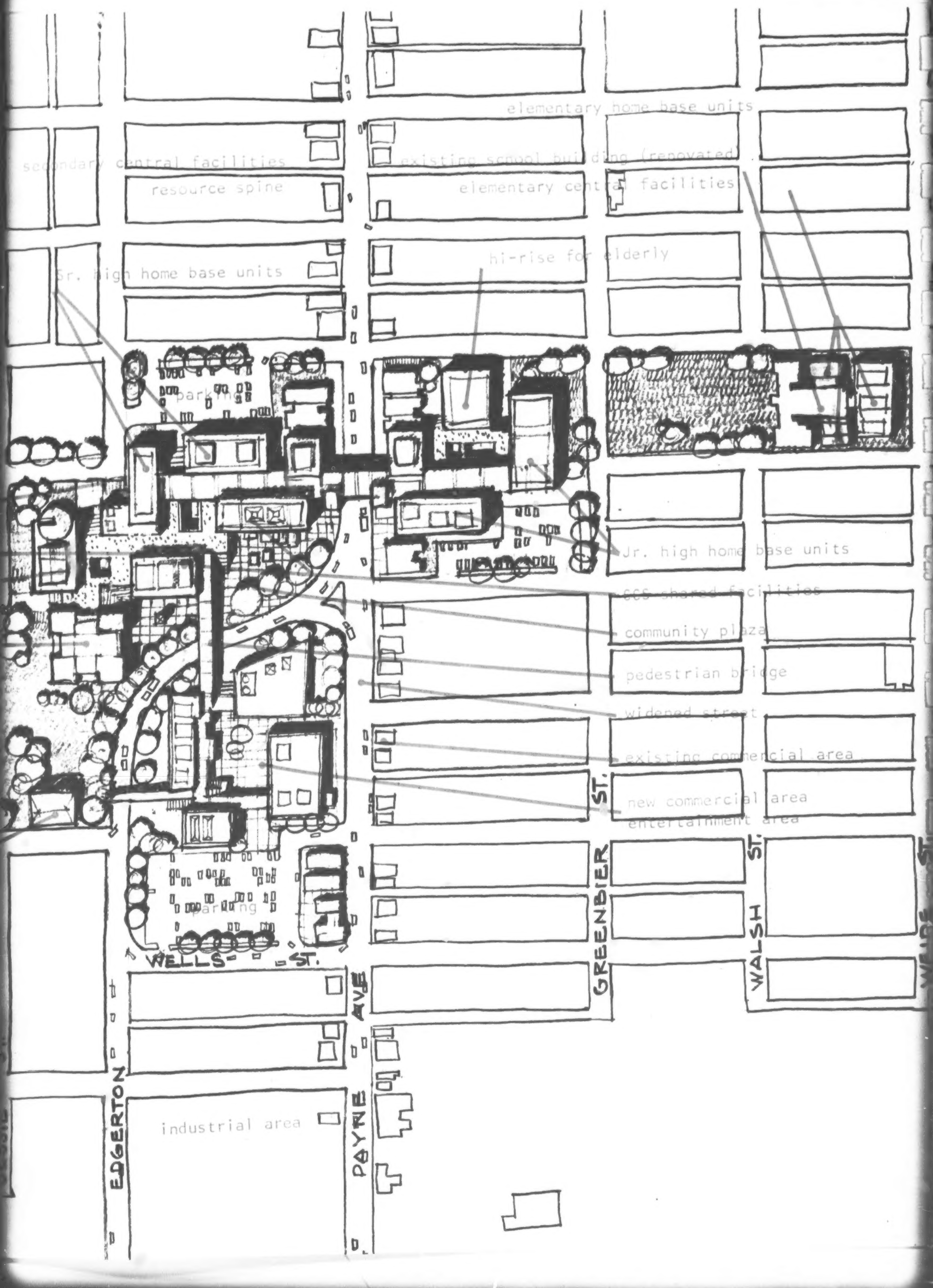

elementary home base units
elementary central facilities
ing
industrial area
HAZEL AVE
ST.
ST.
NOKOMIS
suggested site plan
Hazel Park
N



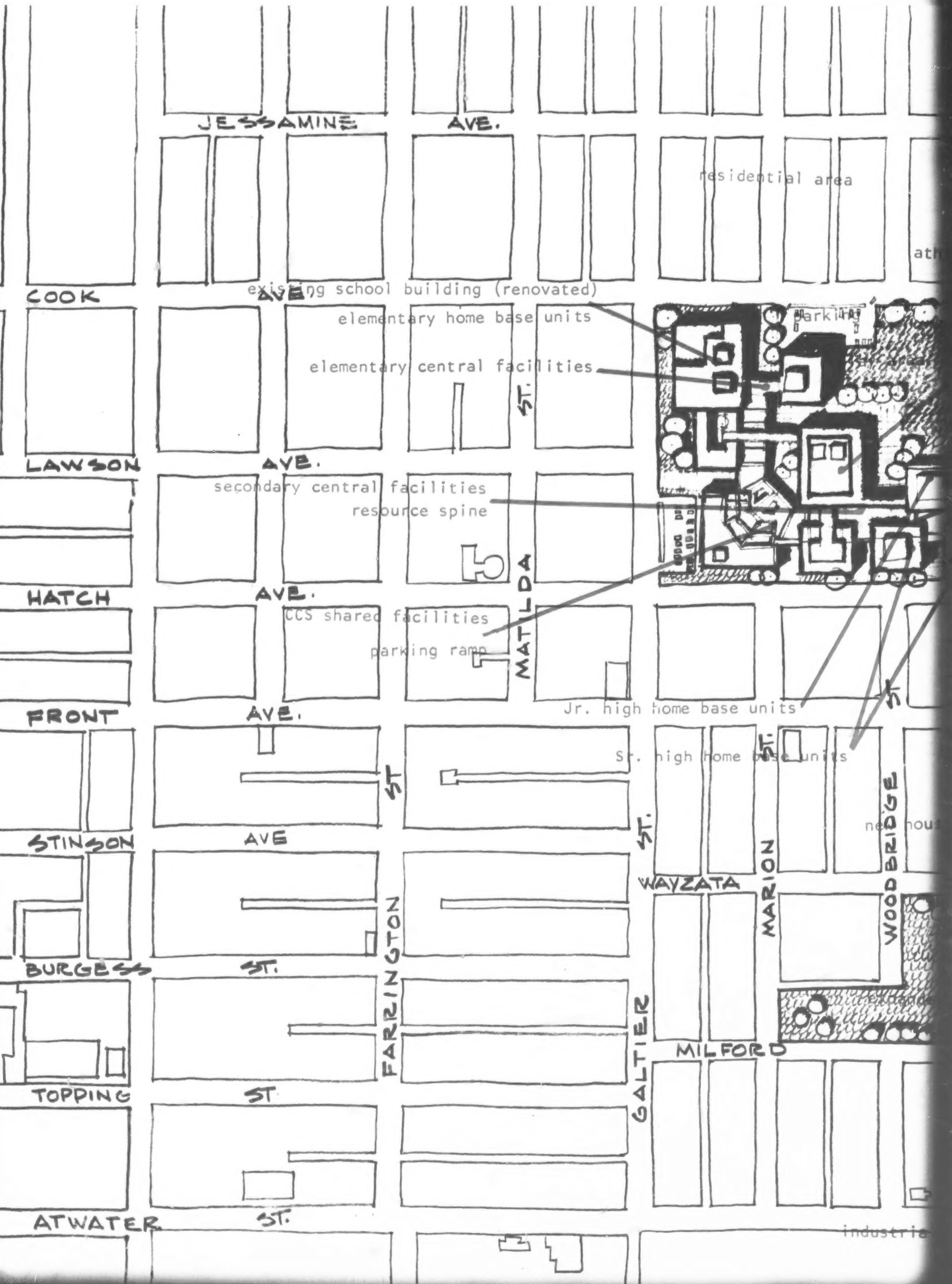
suggested site plan

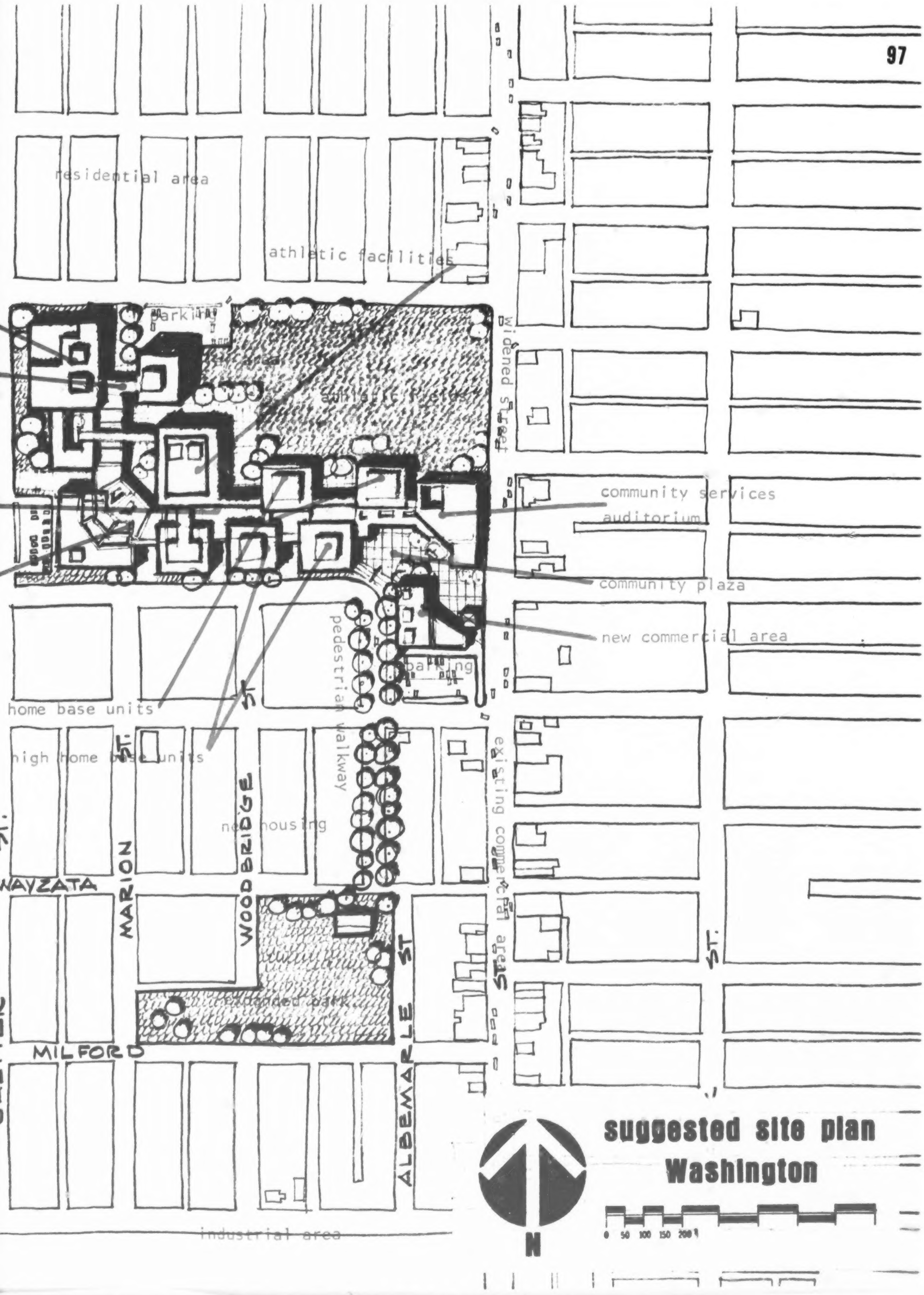
Payne

MAGNOLIA AVE.
COOK AVE.
LAWSON AVE.
JENKS AVE.
CASE AVE.
YORK AVE.
WELLS
ARKWRIGHT ST.
ST.
ST
ST.
ST.
BRADLEY
JESSIE
EDGERTON
elementary home base units
elementary central facilities
secondary central facilities
resource spine
Sr. high home base units
residential area
new housing
parking
pedestrian walkway
bus loading area
activity area
community services
athletic facilities
athletic fields
expanded park
community services
parking
new housing
industrial are
N
0 50 100 150 200 ft

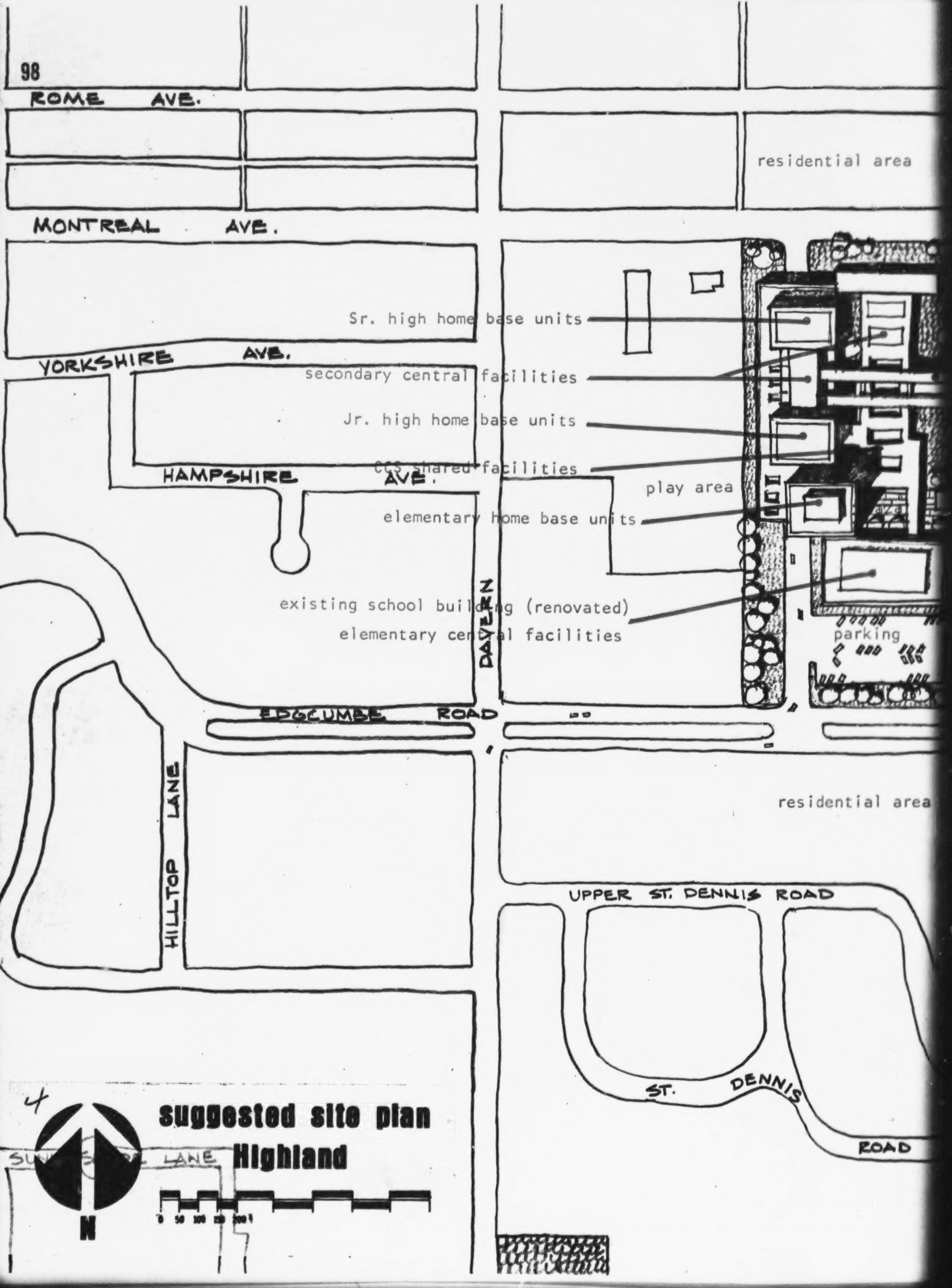


elementary home base units
secondary central facilities
existing school building (renovated)
resource spine
elementary central facilities
hi-rise for elderly
Sr. high home base units
parking
play area
Jr. high home base units
CCS shared facilities
community plaza
pedestrian bridge
widened street
existing commercial area
new commercial area
entertainment area
parking
WELLS ST.
EDGERTON
PAYNE AVE
GREENBIER ST.
WALSH ST.
ST.
industrial area


JESSAMINE AVE.
residential area
ath
COOK AVE.
existing school building (renovated)
elementary home base units
parking
elementary central facilities
ST.
LAWSON AVE.
secondary central facilities
resource spine
MATILDA
HATCH AVE.
CCS shared facilities
parking ramp
FRONT AVE.
Jr. high home base units
ST.
Sr. high home base units
ST
STINSON AVE
ST.
new hous
WOODBRIDGE
WAYZATA
MARION
BURGESS ST.
FARRINGTON
GALTIER
MILFORD
TOPPING ST
ATWATER ST.
industria


residential area
athletic facilities
parking
athletic fields
widened street
community services
auditorium
community plaza
new commercial area
parking
pedestrian walkway
home base units
high home base units
new housing
existing commercial area
expanded park
industrial area
WOODBRIDGE ST
MARION ST.
WAYZATA
MILFORD
ALBEMARLE ST
ST.
0 50 100 150 200'
N

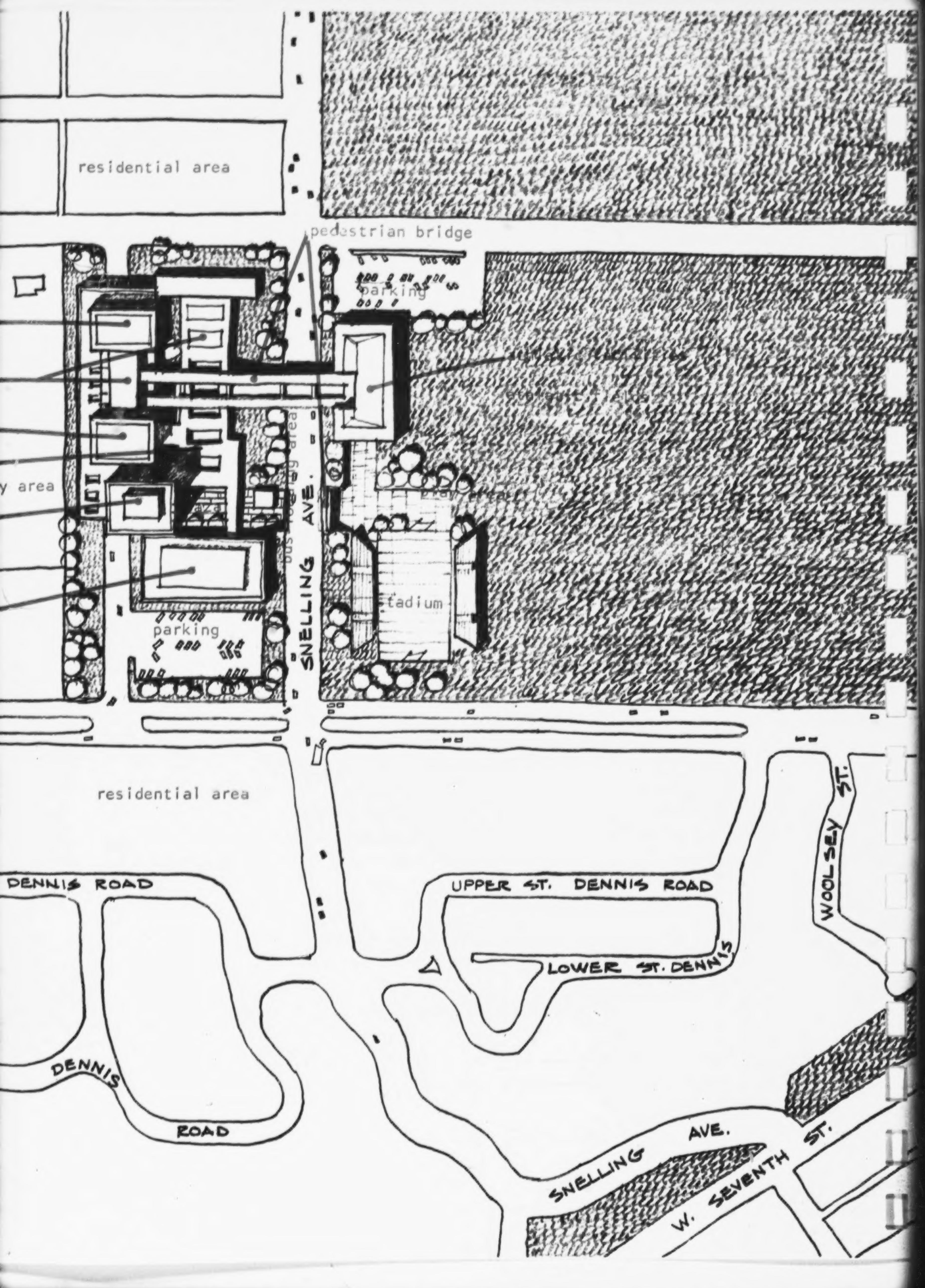
suggested site plan Washington

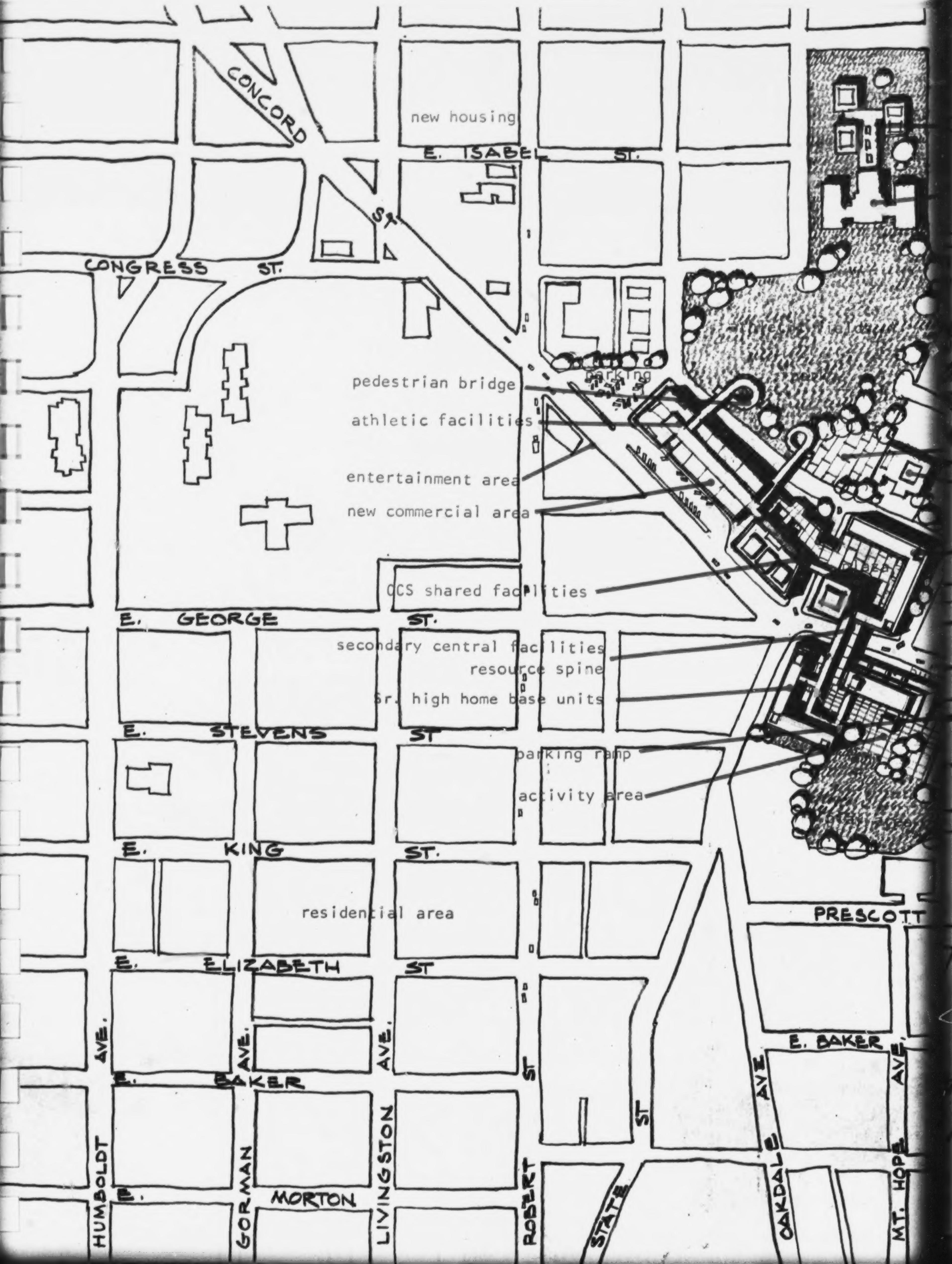

ROME AVE.
MONTREAL AVE.
residential area
Sr. high home base units
secondary central facilities
Jr. high home base units
CCS shared facilities
play area
elementary home base units
existing school building (renovated)
elementary central facilities
parking
YORKSHIRE AVE.
HAMPSHIRE AVE.
DAVERN
EDGCUMBE ROAD
residential area
HILLTOP LANE
UPPER ST. DENNIS ROAD
ST. DENNIS ROAD
LANE
0 50 100 150 200'
N

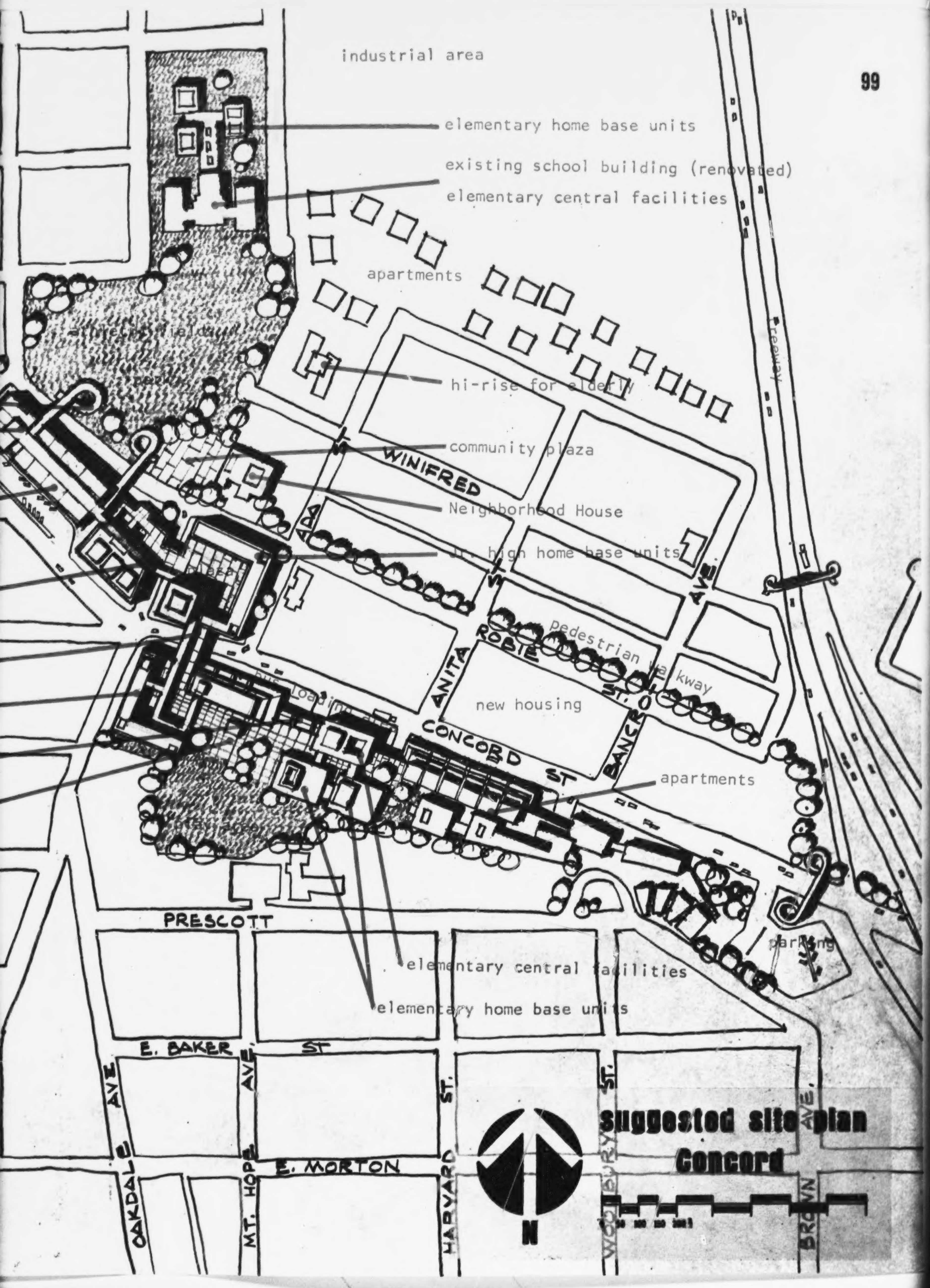
4

suggested site plan

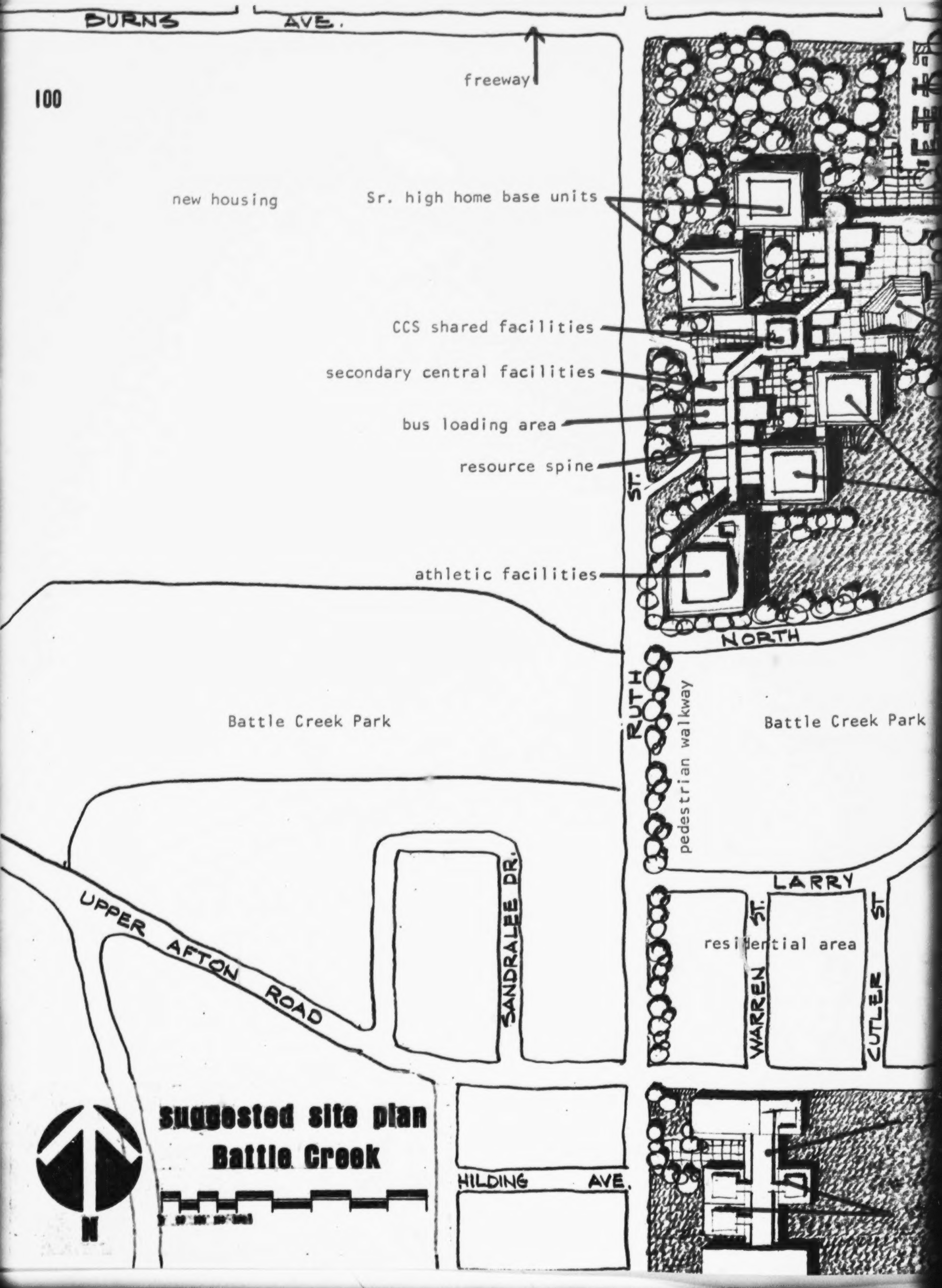
Highland


residential area
pedestrian bridge
parking
y area
bus loading area
SNELLING AVE.
stadium
parking
residential area
DENNIS ROAD
UPPER ST. DENNIS ROAD
LOWER ST. DENNIS
WOOLSEY ST.
DENNIS
ROAD
SNELLING AVE.
W. SEVENTH ST.

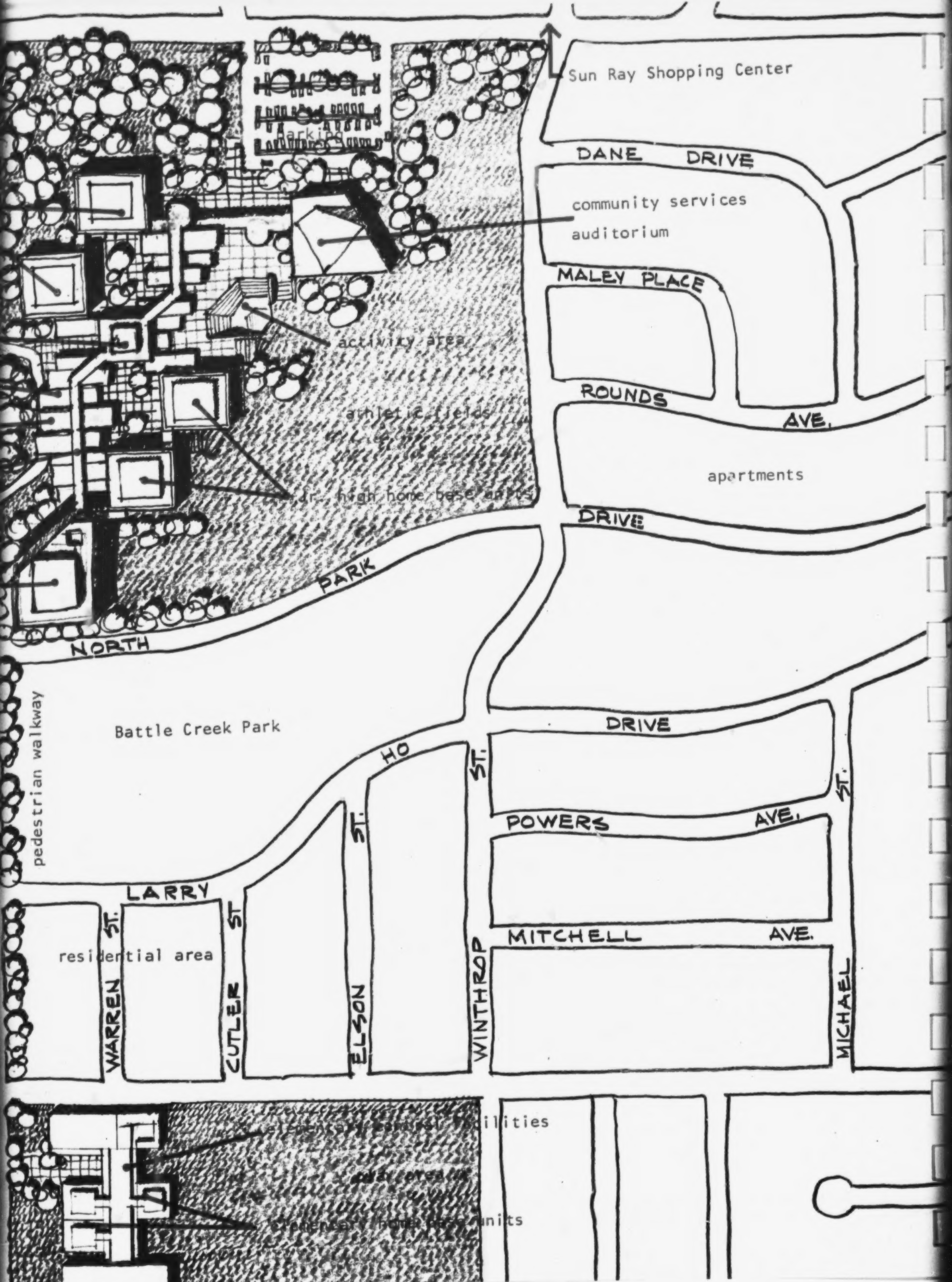

CONCORD ST
E. ISABEL ST.
new housing
CONGRESS ST.
parking
pedestrian bridge
athletic facilities
entertainment area
new commercial area
OCS shared facilities
E. GEORGE ST.
secondary central facilities
resource spine
Sr. high home base units
E. STEVENS ST
parking ramp
activity area
E. KING ST.
residential area
PRESCOTT
E. ELIZABETH ST
E. BAKER
E. BAKER
E. MORTON
HUMBOLDT AVE.
GORMAN AVE.
LIVINGSTON AVE.
ROBERT ST
STATE ST
OAKDALE AVE
MT. HOPE AVE

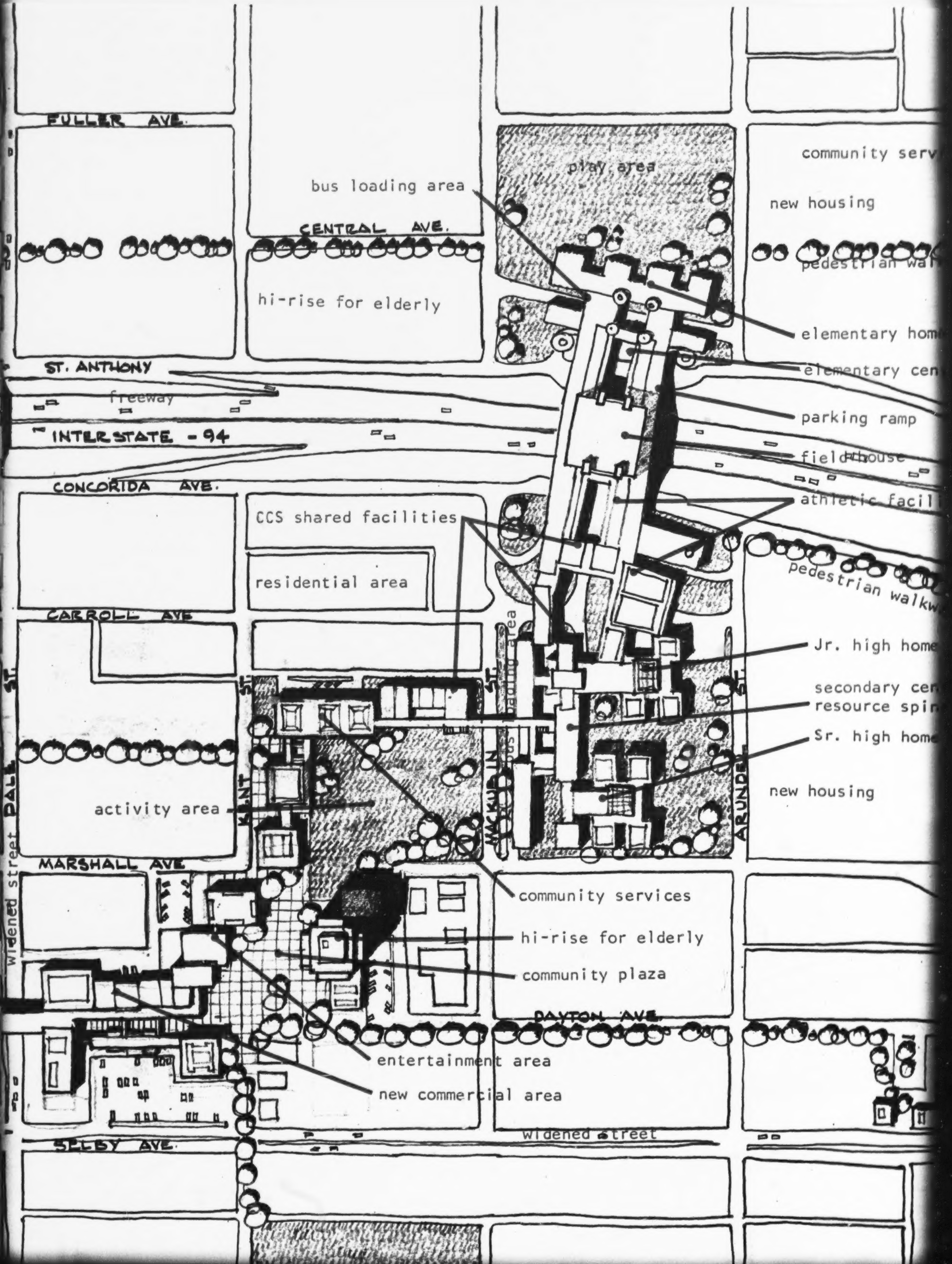

industrial area
elementary home base units
existing school building (renovated)
elementary central facilities
apartments
hi-rise for elderly
community plaza
Neighborhood House
jr. high home base units
plaza
pedestrian walkway
new housing
bus loading
apartments
parking
elementary central facilities
elementary home base units
freeway
WINIFRED
ADA
ANITA
ROBIE
ST.
BANCROFT
AVE
CONCORD ST
PRESCOTT
E. BAKER ST
E. MORTON
OAKDALE AVE
MT. HOPE AVE
HARVARD ST.
WOODBURY ST.
BROWN AVE
N

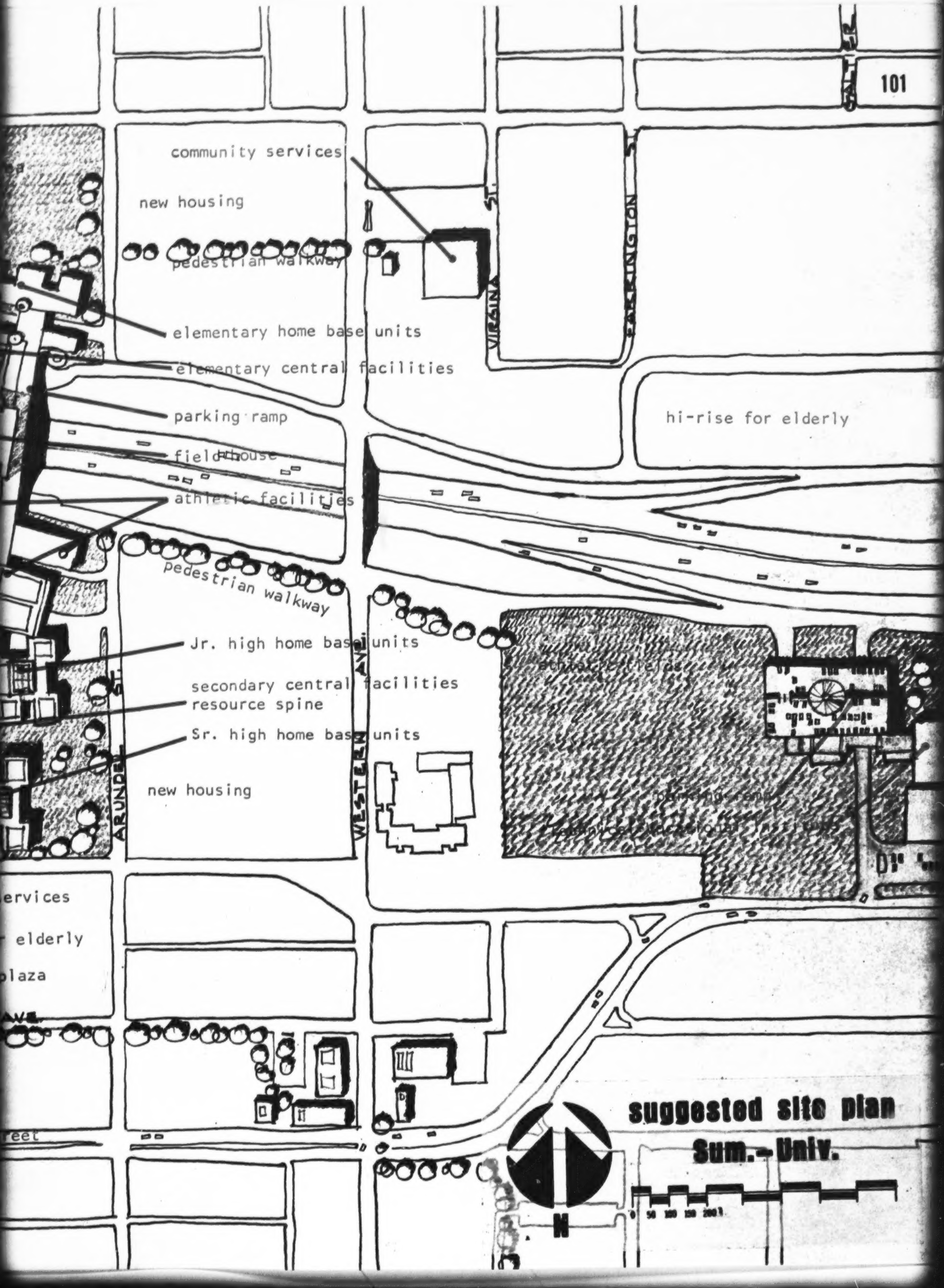
suggested site plan
Concord


BURNS AVE.
freeway
new housing
Sr. high home base units
CCS shared facilities
secondary central facilities
bus loading area
resource spine
athletic facilities
RUTH ST.
NORTH
Battle Creek Park
pedestrian walkway
Battle Creek Park
LARRY
WARREN ST.
residential area
CUTLER ST
UPPER AFTON ROAD
SANDRALEE DR.
HILDING AVE.
N

suggested site plan Battle Creek

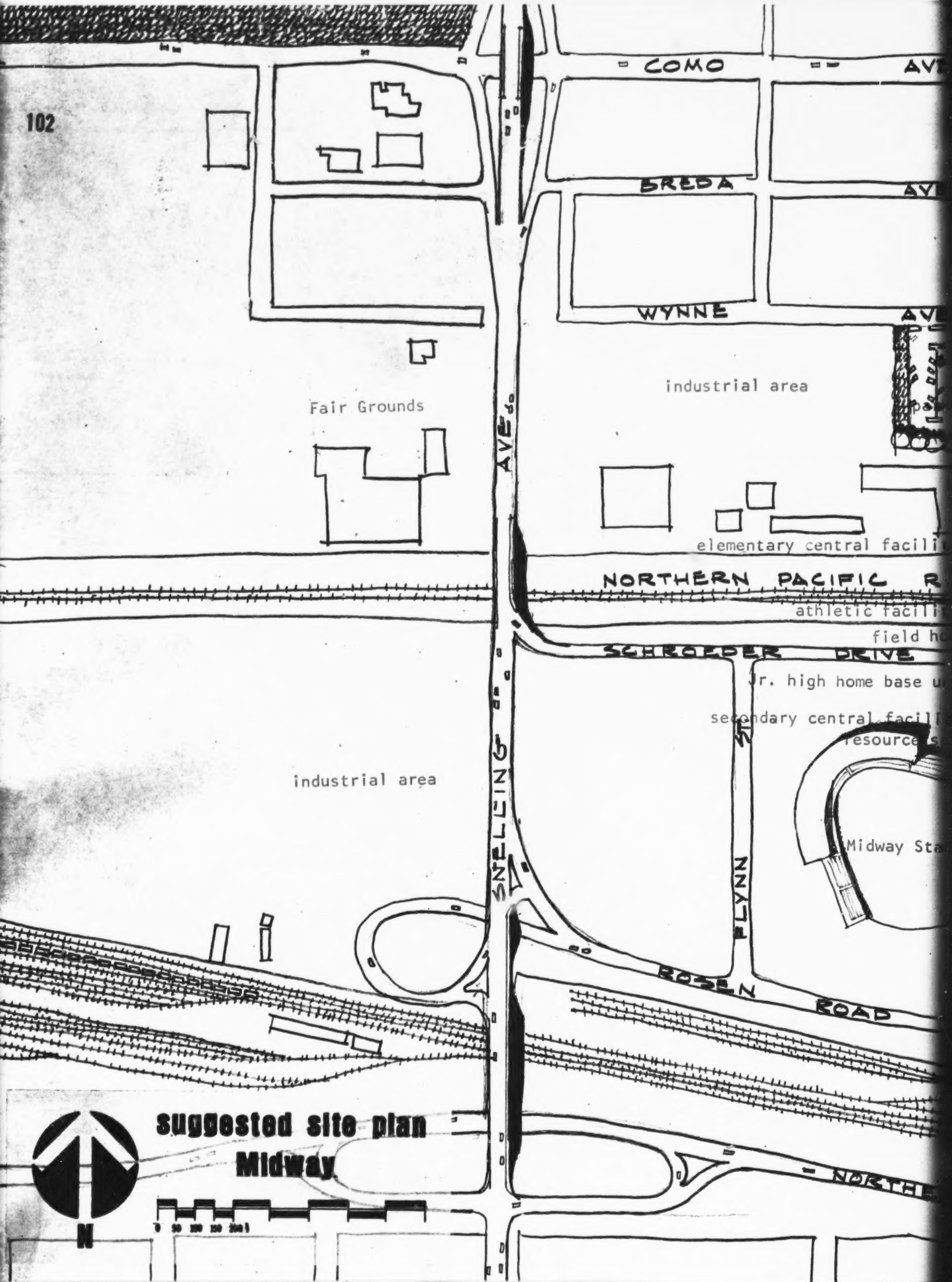

Sun Ray Shopping Center
parking
community services
auditorium
activity area
athletic fields
jr. high home base units
DANE DRIVE
MALEY PLACE
ROUNDS AVE.
apartments
DRIVE
NORTH PARK
Battle Creek Park
pedestrian walkway
HO
DRIVE
ST.
POWERS AVE.
ST.
LARRY
ST.
ST.
residential area
WARREN
CUTLER
ELSON
ST.
WINTHROP
MITCHELL AVE.
MICHAEL
elementary central facilities
play areas
elementary home base units


FULLER AVE.
community serv
play area
bus loading area
new housing
CENTRAL AVE.
pedestrian wal
hi-rise for elderly
elementary hom
ST. ANTHONY
elementary cen
freeway
parking ramp
INTERSTATE - 94
fieldhouse
CONCORIDA AVE.
athletic facil
CCS shared facilities
pedestrian walkw
residential area
CARROLL AVE
bus loading area
MACKUBIN ST.
KENT ST.
Jr. high home
secondary cen
resource spin
Sr. high home
DALE ST.
widened street
activity area
ARUNDEL ST.
new housing
MARSHALL AVE
community services
hi-rise for elderly
community plaza
DAYTON AVE.
entertainment area
new commercial area
widened street
SELBY AVE.

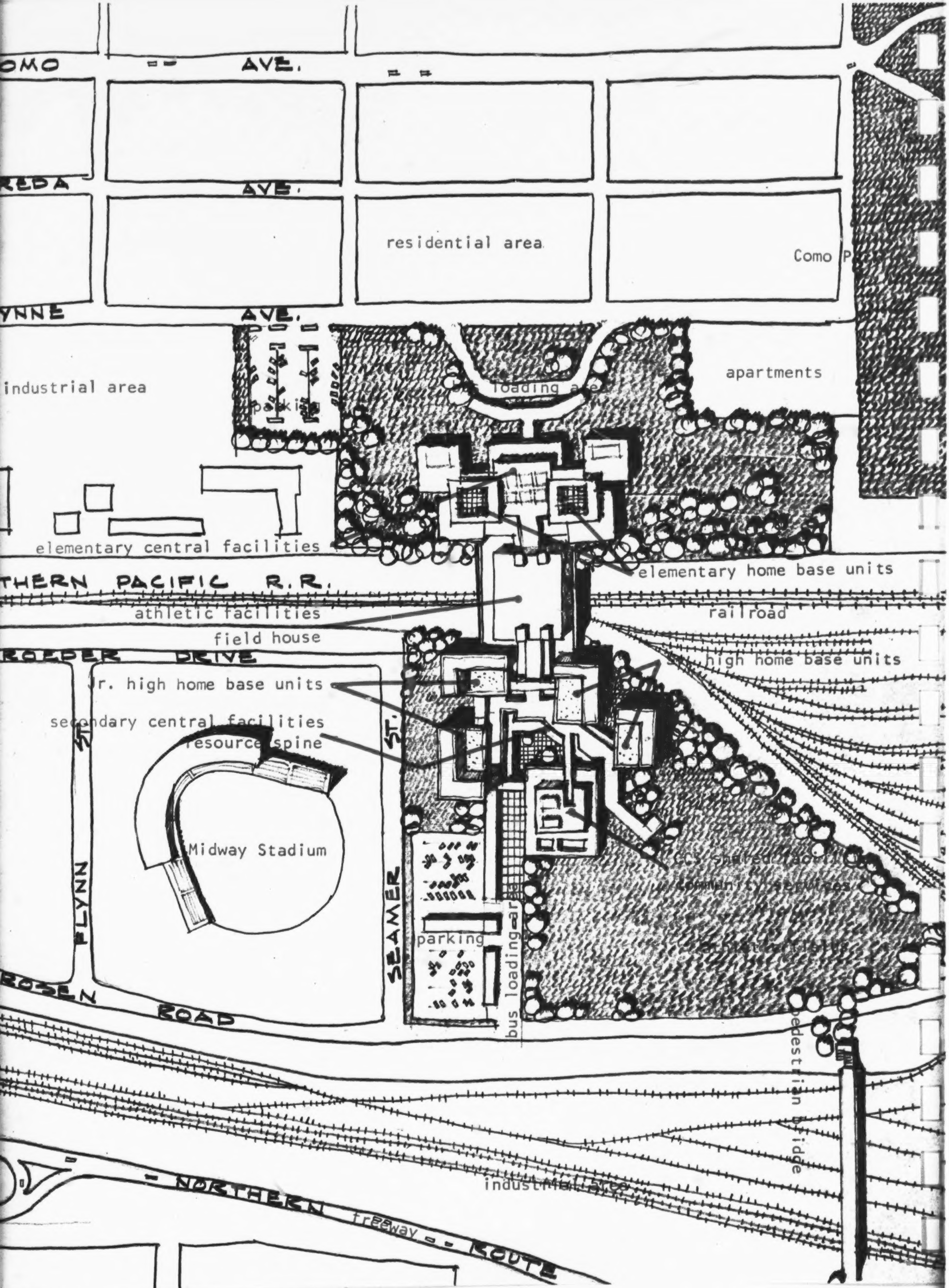

community services
new housing
pedestrian walkway
elementary home base units
elementary central facilities
parking ramp
fieldhouse
athletic facilities
pedestrian walkway
hi-rise for elderly
Jr. high home base units
secondary central facilities
resource spine
Sr. high home base units
new housing
ervices
r elderly
plaza
AVE.
reet
VIRGINIA St.
FARRINGTON St.
ARUNDEL St.
WESTERN AVE.
N
0 50 100 150 200

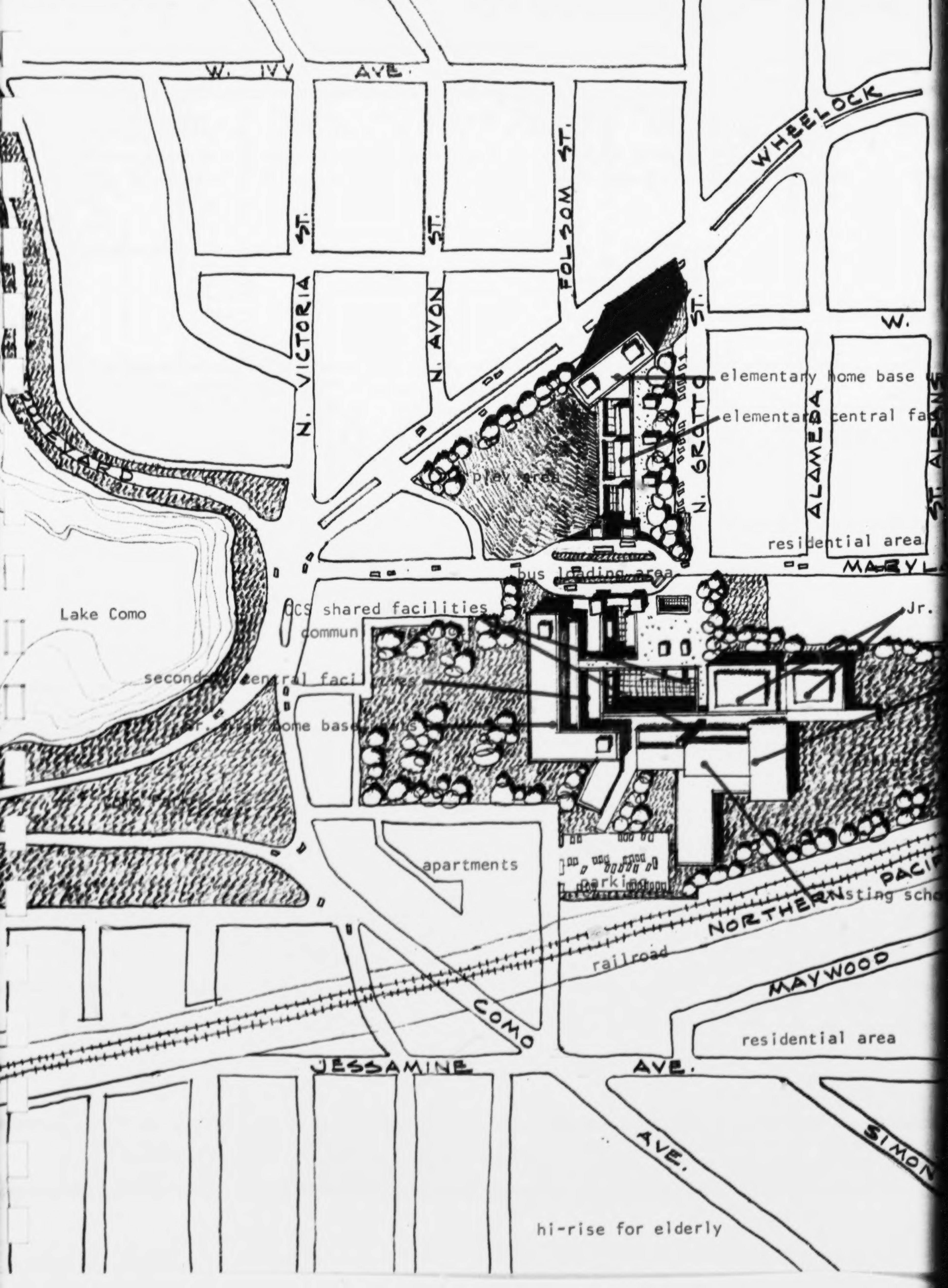
suggested site plan

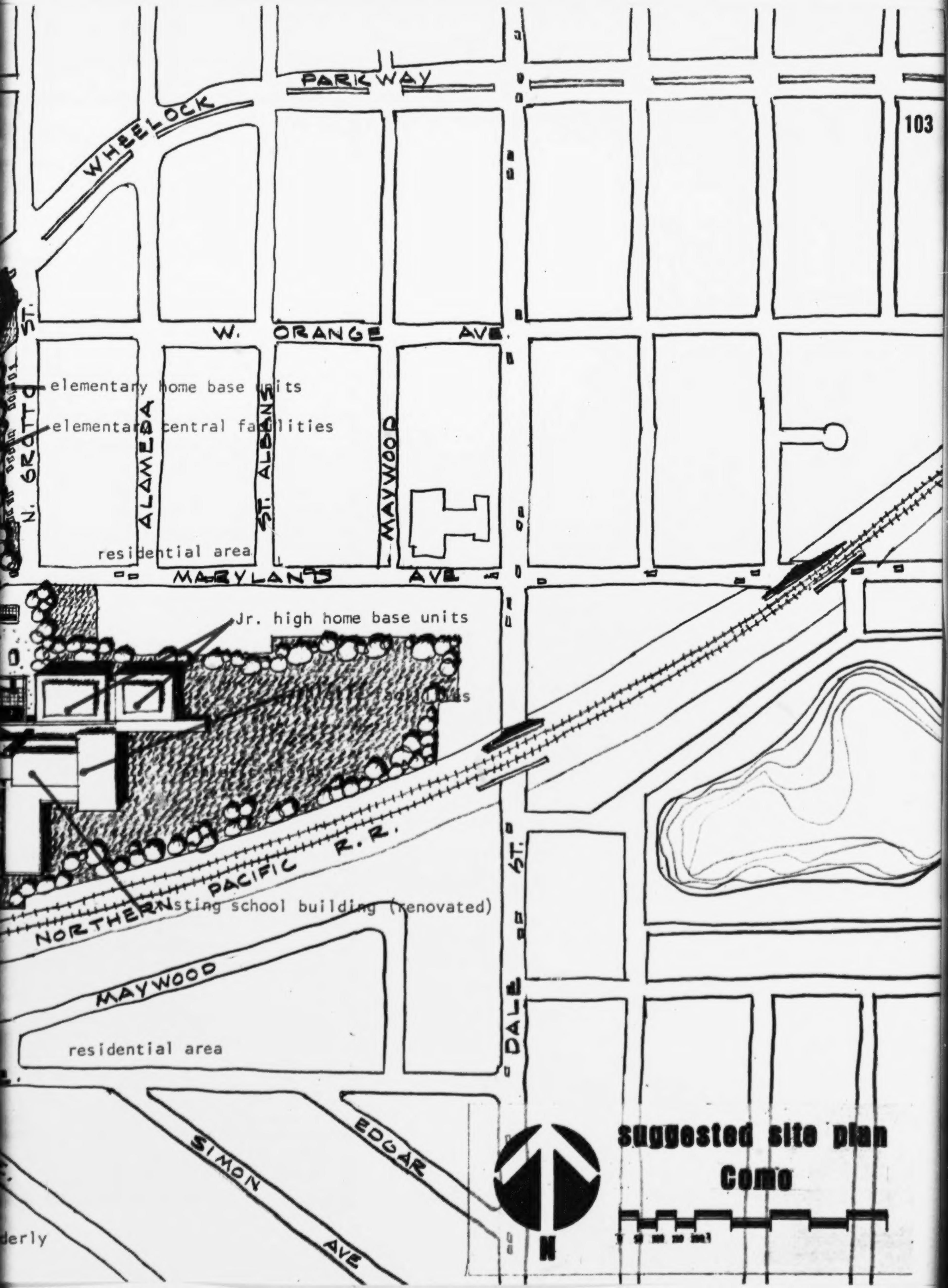
Sum.-Univ.


COMO AVE
BREDA AVE
WYNNE AVE
Fair Grounds
industrial area
pa
SNELLING AVE
elementary central facili
NORTHERN PACIFIC R
athletic facili
field ho
SCHROEDER DRIVE
Jr. high home base u
secondary central facil
resource s
industrial area
Midway Sta
FLYNN
ROSEN ROAD
NORTHE
N
0 50 100 150 200 ft

suggested site plan
Midway


OMO AVE.
REDA AVE.
YNNE AVE.
residential area
Como P
industrial area
parking
loading area
apartments
elementary central facilities
THERN PACIFIC R.R.
elementary home base units
athletic facilities
railroad
field house
Sr. high home base units
ROEDER DRIVE
Jr. high home base units
secondary central facilities
resource spine
Midway Stadium
FLYNN ST.
SEAMER ST.
C.C.S. shared facil
community services
athletic fields
parking
bus loading area
ROSEN ROAD
pedestrian bridge
industrial area
NORTHERN ROUTE
freeway


W. IVY AVE.
WHEELOCK
N. VICTORIA ST.
N. AVON ST.
FOLSOM ST.
N. GROTTO ST.
ALAMEDA
ST. ALBANS
W.
elementary home base u
elementary central fa
play area
residential area
MARYL
bus loading area
CCS shared facilities
commun
secondary central facilities
Jr. high home base units
Jr.
Lake Como
BOULEVARD
apartments
parking
existing scho
NORTHERN PACI
railroad
MAYWOOD
COMO
JESSAMINE AVE.
residential area
AVE.
SIMON
hi-rise for elderly


PARKWAY
WHEELOCK
W. ORANGE AVE.
N. GROTTO ST.
ALAMEDA
ST. ALBANS
MAYWOOD
elementary home base units
elementary central facilities
residential area
MARYLAND AVE
Jr. high home base units
NORTHERN PACIFIC R.R.
existing school building (renovated)
DALE ST.
MAYWOOD
residential area
SIMON AVE
EDGAR
derly
N
0 50 100 200 300

suggested site plan
Como

THE LONG RANGE PLAN

A STAGED PROGRAM OUTLINING ELIMINATION OF EXISTING PUBLIC SCHOOLS AS THEY BECOME OBSOLETE AND CONCURRENT DEVELOPMENT OF NINE CONSOLIDATED COMMUNITY SCHOOLS AND A CITY CENTER FOR LEARNING.

C.C.S. SITES →		HARDIN	
STAGE	GOAL	ELEM.	JR.H.S.
1	CURRENT BOND PROGRAM CONSTRUCTION		
2	2-4 YEARS - ELIMINATE OBSOLETE BLDGS, OVERCROWDING	•VAN-BUREN •SIBLEY •MOUND PK	NEW UNIT
			EVA
3 +CCL	5-8 YEARS - ELIMINATE DEFACTO SEGREGATION		
			EVA
4	9-15 YEARS - PHASE OUT SCHOOL BLDGS 1900-1930±	•DEANE	•MOUNDS PARK
			EVA
5	15+ YEARS - PHASE OUT SCHOOL BLDGS. 1930→	SHERIDAN	
TOTAL ENROLLMENT ELEM, JHS, SHS.		2473	2125
PROJECTED NEW ENROLL. BY YEAR 2000		349	175
		699	
TOTAL PRESENT + PROJECTED ENROLL.		2822	2300
		6922	
POSSIBLE NON-PUBLIC ENROLL. (ELEM. ONLY)		1350	
YEAR 2000 ULTIMATE TOTALS		9801	

SITES →	HARDING			HAZEL PARK			PAYNE AVE.			WASHINGTON		
GOAL	ELEM.	JR.H.S.	SR.H.S.	ELEM.	JR.H.S.	SR.H.S.	ELEM.	JR.H.S.	SR.H.S.	ELEM.	JR.H.S.	SR.H.S.
URRENT BOND ROGRAM ONSTRUCTION			HARDING		HAZEL		•LINCOLN •GRANT •ERICSSON			•SMITH •RICE		WASH. NEW ADD'N.
-4 YEARS – LIMINATE OB- OLETE BLDGS, VERCROWDING	•VAN-BUREN •SIBLEY •MOUND PK	NEW UNIT					•PHALEN PARK •OLD/NEW HARRISON			•WHITTIER •GORMAN •SCHEFFER •DREW		
	EVALUATION AND MODIFICATION OF											
-8 YEARS – LIMINATE DEFACTO EGREGATION												
	EVALUATION AND MODIFICATION OF											
-15 YEARS – PHASE OUT SCHOOL BLDGS 900-1930±	•DEANE	•MOUNDS PARK		•AMES •HAYDEN HTS.			•FARNSWORTH	•CLEVELAND				
	EVALUATION AND MODIFICATION OF											
5+ YEARS – PHASE OUT SCHOOL BLDGS. 1930→	SHERIDAN			•FROST LA. •PROSPERITY HTS. •NOKOMIS		•JOHNSON	•MISSISSIPPI •WHEELOCK		•JOHNSON	•FRANKLIN •ARLINGTON		
ENROLLMENT , JHS, SHS.	2473	2125	2075	3010	1390	800	3681	1373	1000	2568	223	1376
CTED NEW L. BY YEAR 2000	349	175	175	2439	1220	1219	612	306	307	445	223	223
	699			4878			1225			891		
L PRESENT + CTED ENROLL.	2822	2300[a]	1800[b]	5449	1710[d]	1620[e]	4293	1679	1756[g]	3009	1223	1700[h]
	6922			8779			7728			6936		
LE NON-PUBLIC L. (ELEM. ONLY)	1350			1900			1300			1600		
2000 ATE TOTALS	9801[c]			9130[f]			9028			8536[i]		

HIGHLAND			CONCORD			BATTLE CREEK			SUMMIT/UNIV.			MIDWAY/COM		
ELEM.	JR.H.S.	SR.H.S.	ELEM.	JR.H.S.	SR.H.S.	ELEM.	JR.H.S.	SR.H.S.	ELEM.	JR.H.S.	SR.H.S.	ELEM.	JR.H.S.	SR.
	HIGHLAND NEW ADD'N.	HIGHLAND NEW ADD'N.				BATTLE CREEK	NEW BLDG.					COMO	COMO	
									• WEBSTER • LONGFELLOW • GORDON • HILL • DESNOYER PARK • BAKER	• MECH ARTS • MARSHALL	• MECH. ARTS • CENTRAL	• TILDEN • McCLELLAN • HANCOCK • GALTIER		

THE LONG RANGE COMPREHENSIVE PLAN

			• RIVERVIEW • DAVIS • ROOSEVELT • JEFFERSON	• HUMBOLDT • ROOSEVELT • MONROE	• HUMBOLDT • MONROE			NEW UNIT	• MAXFIELD • JACKSON • LINWOOD	• MONROE • RAMSEY	• MONROE			

THE LONG RANGE COMPREHENSIVE PLAN

• GROVELAND • RANDOLPH • RIVERSIDE • ADAMS • MATTOCKS												• COMO • CHELSEA HTS.	• WILSON	

THE LONG RANGE COMPREHENSIVE PLAN

• EDGCUMBE • MANN • HIGHLAND • HOMECROFT	NEW UNIT.	NEW UNIT.	• BRYANT DOUGLAS GARFIELD									• ST. ANTHONY PK. • VICTORIA	• MURRAY	• MU
4017	1163	1606	2562	855	1026	1642	1200	1842	4048	1958	2570	3427	2184	6
447	224	224	-417	-417	-	3692	1842	1842	-1377	-689	-689	727	364	3
895			-834			7385			-2755			1455		
4464	1387	1830	2154	1838[j]	1026	5334	1642[k]	1842	2771	1269	1881	4154	1548[m]	12
7681			5009			8818			5921			6978		
950			3000			—			4162			1982		
8631			8009			8818			9083[l]			8960		

MIT/UNIV. JR.H.S.	MIT/UNIV. SR.H.S.	MIDWAY/COMO ELEM.	MIDWAY/COMO JR.H.S.	MIDWAY/COMO SR.H.S.	SUMMARY OF FUTURE COSTS
		COMO	COMO		PREVIOUSLY VOTED
•MECH ARTS •MARSHALL	•MECH. ARTS •CENTRAL	•TILDEN •McCLELLAN •HANCOCK •GALTIER			$31,000,000. − 6,500,000 EST. FED. FUNDS $24,500,000. TOTAL
E PLAN					
•MONROE •RAMSEY	•MONROE				$25,000,000. − 3,500,000 EST. FED. FUNDS 21,500,000. + 14,000,000 CCL $35,500,000 TOTAL
VE PLAN					
		•COMO •CHELSEA HTS.	•WILSON		$23,000,000. TOTAL
E PLAN					
		•ST. ANTHONY PK. •VICTORIA	•MURRAY	•MURRAY	$24,000,000. TOTAL
					$107,000,000●
1958	2570	3427	2184	613	50,000*
-689	-689	727	364	364	
-2755		1455			14,000*
1269	1881	4154	1548[m]	1276[n]	
5921		6978			64,000*
4162		1982			16,000*
9083[l]		8960			80,000*

NOTES

a. 900 J.H.S. FROM HAZEL
b. 450 S.H.S. TO PAYNE
c. 1579 ELEM. FROM HAZEL
d. 900 J.H.S. TO HARDING
e. 400 S.H.S. TO WASHINGTON
f. 1579 ELEM. TO HARDING.
g. 450 S.H.S. FROM HARDING
h. 400 S.H.S. FROM HAZEL
299 S.H.S. TO COMO

i 100 ELEM. FROM SUM/UNIV.
J. 1400 J.H.S. FROM BATTLE CREEK.
K. 1400 J.H.S. TO CONCORD
l. 1000 ELEM. TO WASHINGTON
m. 1000 J.H.S. TO WASHINGTON
n. 299 S.H.S. FROM WASHINGTON

* FIGURES ROUNDED TO 1000'S AND APPROXIMATED BECAUSE OF SPECIAL STUDENT ENROLLMENTS AND DIFFERENCES IN ENTRY OF NEW POPULATION GROWTH.

◉ COST IN 1969 DOLLARS. CHANGES MAY OCCUR IN AMOUNT OF FEDERAL AND STATE AID TO EDUCATION, IN NEW LEGISLATION FOR SCHOOL CONSTRUCTION, OR THROUGH CHANGING MODEL CITIES AND NEIGHBORHOOD DEVELOPMENT PROGRAMS.

DISCUSSION OF THIS PLAN IS ENCOURAGED. THIS PLAN IS ONLY A SUGGESTION FOR A ROUTE TOWARD QUALITY EDUCATION. MODIFICATIONS WILL NECESSARILY BE A WORKING PART OF THE PLAN.

summary ".. BUILDING COSTS ARE CHICKEN FEED IN THE E

While the comprehensive plan is very specific, schools and enrollment areas don't fit quite so neatly into the cells of the chart as they may appear. Some schools span one or more Consolidated Community Schools in their attendance areas. Old schools with recent additions may serve longer in some cases. The chart is only a rough guide to when specific schools could be phased out. Periodic evaluation and modification are essential and might better be thought of as continuous.

Cost estimates ($107,000,000) are calculated at $2,500 per pupil. As much use of existing facilities as possible is planned. The costs of new land for sites has not been estimated. In most cases it should be reasonable since land availability was a site criterion. The school system can sell abandoned sites and usable buildings. In renewal areas the Housing Authority will pay current market prices for school properties.

An estimate for the facilities to meet new population growth and possible shifts of nonpublic students can be made at $2,500 per pupil. This could add $75,000,000 in further expenses. The estimate of $107,000,000 for a City Center for Learning and 9 Consolidated Community Schools to take care of today's enrollments was reduced by $10,000,000 -- a guess at the Model Cities contribution.

To achieve quality education for 50,000 public school students and a possible 30,000 more by the year 2000, St. Paul must spend between $100,000,000 and $200,000,000 in the next 30 years or $3,000,000 to $6,000,000 per year. By decades the costs might run $30,000,000 to $60,000,000. These are staggering sums for a community to face.

Some perspective may be helpful. The new Civic Center is estimated at over $20,000,000; the planned Civic Center for Minneapolis at $55,000,000; a new airport at $300,000,000 by 1980. High quality sewers - separated storm and regular lines -- will cost $225,000,000 in St. Paul. Bringing all St. Paul streets and roads (but not freeways) up to modern standards will cost $370,000,000.

Freeways to date in St. Paul have
$120,000,000. Because of financial prob
state and local areas did not make the ne
expressway improvements although most of
designs existed in the 1930's. Freeways
built when the federal government provide
per cent of the funds.

Where does education fit into these l
scale improvements? What priority are
willing to assign it? Every authority in
ucation expects that massive federal aid
come -- and soon. It has to as the costs
not providing a thorough education are
greater: crime, absenteeism, don't care
titudes, poor workmanship, alienation,
the other diseases of a crowded urban nat

It might be worth remembering the commit
earlier generations of citizens in St.
made to education. The building progra
the 1920's would mean a school bond issu
$50,000,000 today; and there were about
fewer people to foot the bill. Just as
mitted were the pioneer types who set
St. Paul in late 1800's. The schools
built were not shoddy or skimpy. They
built of exceptionally durable material
so strong that the buildings are still in
today. They built the best schools
could.

CAN OUR COMMITMENT TO PRESENT AN FUTURE GENERATIONS BE ANY LESS ??

CHICKEN FEED IN THE EDUCATION SCHEME OF THINGS..."

o date in St. Paul have cost
. Because of financial problems
cal areas did not make the needed
mprovements although most of the
ted in the 1930's. Freeways were
he federal government provided 90
the funds.

education fit into these large
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cts that massive federal aid will
soon. It has to as the costs of
g a thorough education are even
rime, absenteeism, don't care at-
r workmanship, alienation, and
seases of a crowded urban nation.

worth remembering the commitment
erations of citizens in St. Paul
ation. The building program of
would mean a school bond issue of
today; and there were about 1/3
to foot the bill. Just as com-
the pioneer types who settled
late 1800's. The schools they
not shoddy or skimpy. They were
ceptionally durable materials --
at the buildings are still in use
y built the best schools they

> *If you build a million-dollar high school, its operations budget will be about a million dollars every three years. Ober a life of 60 years, the cost of the building will be only about 6 per cent of the total cost of fulfilling the purposes for which the building was built in the first place. Or to put it another way, when you add two teachers to your staff their salaries and fringe benefits for 30 years equal the cost of one million dollars worth of building. Think of the number of city school boards which discuss 5 minutes the consequence of adding 2 teachers and then argue into the dawn for expenditures of 1 million dollars for buildings. In short, building costs are chicken feed in the education scheme of things. People are more important --and more expensive --than bricks.*
>
> Harold B. Gores

OMMITMENT TO PRESENT AND
NERATIONS BE ANY LESS ???

> *Education is an investment rather that a cost; it is a mortgage payment rather than rent. It is not a matter of how much cost we can afford; it is rather a matter of how much we are willing to invest in the future lives of our children.*
>
> John Gardner

RESPONS

PLEASE FEEL FRE
TO COMMENT AN
WAY YOU WISH
ABOUT:

I. A. THE CITY CENTER FOR LEARNING (PART I)

B. THE CONSOLIDATED COMMUNITY SCHOOLS (PART II

C. THE COORDINATION OF EDUCATION WITH OTHER COMMUNITY ACTIVITY (PART III)

D. THE LONG RANGE COMPREHENSIVE PLAN (PART IV

E. THIS REPORT IN GENERAL... DID IT HELP YOU BETTER UNDERSTAND THE CONCEPTS ?

YOU MAY USE OTHER SIDE OF THIS SHEET TOO!

CUT OR TEAR HERE

ONSE FORM

PLEASE FEEL FREE TO COMMENT ANY WAY YOU WISH ABOUT:

RNING (PART I)

UNITY SCHOOLS (PART II)

UCATION WITH
TIVITY (PART III)

HENSIVE PLAN (PART IV)

.. DID IT HELP YOU
THE CONCEPTS ?

II. I WOULD LIKE :

- ☐ MORE INFORMATION.
- ☐ A SPEAKER.
- ☐ TO BE INVITED TO A PUBLIC INFORMATION AND QUESTION PERIOD.

III. I FAVOR ☐ DO NOT FAVOR ☐ CONTINUED PUBLIC DIALOGUE AND PARTICIPATION IN ST. PAUL'S EDUCATIONAL PLANNING.

Call 223-4801 FOR INFORMATION OR ARRANGEMENTS.

NAME ______________________

ADDRESS ______________________

Please send this form to :

CITY CENTER FOR LEARNING
UNION DEPOT BLDG.
ST. PAUL, MINN. 55101

Thank you

ADDITIONAL COMMENTS

credits

EDITED by Dr. Wayne Jennings, with assistance of John Baymiller and CCL staff.

TYPING by Miss Mary Peters.

DESIGN, LAYOUT, AND ARTWORK by John Baymiller, with assistance of Wayne Jennings, John Spalding, Jerry Fuhriman, Joanna Slotkin, Marvin Tromp, and the CCL staff.

SKETCHES on pages 63, 76, 77, 79 by James B. McBurney.

SPECIAL PHOTOS:
P. 6 by Ernest Brauer.
P. 23 by Eugene Schwope.
P. 16, 72, 73, rear cover, by St. Paul Dispatch, Pioneer Press.
P. 49 Sausilito Schools.

ERRATA

p.62 bottom diagram: resources, not resourses.

p.87 col. 2: starred, not circled; total NOT shown in color. [Map legend is correct.]

p.88 first paragraph: sites, not ties.

p.90 #5: link, not like.

p.91 #12: than, not that.

p.106 Gore's quote: Over, not Ober.